



THE JOSEPH SEARS SCHOOL

Kenilworth School District No. 38 Board of Education

542 Abbottsford Road • Kenilworth, IL 60043 • 847.256.5006 • kenilworth38.org

**NOTICE OF A COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION OF
KENILWORTH SCHOOL DISTRICT NO. 38, COOK COUNTY, ILLINOIS
THE 2ND DAY OF FEBRUARY, 2017**

PUBLIC NOTICE IS HEREBY GIVEN the Board of Education of Kenilworth School District No. 38, Cook County, Illinois will hold a Committee of the Whole Meeting on the 2nd day of February, 2017 at 5 p.m. for the Closed Session in Room 260 and at 5:45 p.m. for the Open Session in the Library Technology Center of The Joseph Sears School, 542 Abbottsford Road, Kenilworth, Illinois.

AGENDA

Room 252 (Closed Session – 5 p.m.)

I. CALL TO ORDER AND ROLL CALL

	Present	Absent		Present	Absent
Scott Wallace	_____	_____	Melinda Kelly	_____	_____
Suzanne Nelson	_____	_____	Timothy Kollar	_____	_____
Danielle Boros	_____	_____	Stacey Van Metre	_____	_____
Donna Keller	_____	_____			

**II. CLOSED SESSION TO CONSIDER PENDING OR PROBABLE LITIGATION,
INFORMATION REGARDING PURCHASE OR LEASE OF REAL PROPERTY FOR
USE OF THE PUBLIC BODY AND SPECIFIC EMPLOYEE MATTERS**

Library Technology Center (Open Session – 5:45 p.m.)

III. CALL TO ORDER AND ROLL CALL

	Present	Absent		Present	Absent
Scott Wallace	_____	_____	Melinda Kelly	_____	_____
Suzanne Nelson	_____	_____	Timothy Kollar	_____	_____
Danielle Boros	_____	_____	Stacey Van Metre	_____	_____
Donna Keller	_____	_____			

IV. PUBLIC COMMENT (See posted Rules of Public Comment)

V. CONSENT AGENDA

A. Approval of Minutes of the December 12, 2017, Regular Meeting and Closed Session

VI. OLD BUSINESS

- A. Discussion of Master Facility Plan Next Steps
- B. Discussion of 2016-2017 Climate Survey
- C. Update on Strategic Planning Process

VII. NEW BUSINESS

- A. Presentation and Discussion of Social Studies Curriculum
- B. Discussion of Administrative Stability



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VIII. OTHER BUSINESS

IX. PUBLIC COMMENT (See attached Rules of Public Comment)

X. ADJOURNMENT

Dated the 30th day of January, 2016.

Chike Erokwu
Secretary, Board of Education
Kenilworth School District No. 38



**MINUTES FOR THE REGULAR BOARD MEETING OF THE BOARD OF EDUCATION OF
KENILWORTH SCHOOL DISTRICT NUMBER 38, COOK COUNTY, ILLINOIS
THE 12TH DAY OF DECEMBER 2016**

The meeting was called to order by President Scott Wallace at 5:38 p.m. Upon Roll Call, the following board members answered as being present: Mr. Scott Wallace, Mrs. Suzanne Nelson, Mrs. Donna Keller, Mr. Tim Kollar, Mrs. Danielle Boros and Mrs. Stacey Van Metre. Mrs. Melinda Kelly was absent.

Mr. Scott Wallace entertained a motion to go into Closed Session.

CLOSED SESSION TO CONSIDER INFORMATION REGARDING SPECIFIC EMPLOYEE MATTERS, PLACEMENT OF INDIVIDUAL STUDENTS IN SPECIAL EDUCATION PROGRAMS AND PENDING OR PROBABLE LITIGATION

Mrs. Stacey Van Metre moved, seconded by Mrs. Donna Keller, to go into Closed Session at 5:39 p.m. to consider information regarding specific employee matters, placement of individual students in special education programs and pending or probable litigation.

Roll Call:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Mr. Scott Wallace			
Mrs. Suzanne Nelson			
Mrs. Stacey Van Metre			
Mrs. Danielle Boros			
Mr. Tim Kollar			
Mrs. Donna Keller			
		Mrs. Melinda Kelly	

The motion carried with a vote of 6 to 0 with one members absent.

The Board entered Closed Session at 5:39 p.m.

The Board returned to Open Session at 7:32 p.m.

Upon Roll Call, the following board members answered as being present: Mr. Scott Wallace, Mrs. Suzanne Nelson, Mrs. Donna Keller, Mrs. Danielle Boros, Mr. Tim Kollar and Mrs. Stacey Van Metre. Mrs. Melinda Kelly answered as present via teleconferencing.

Also in attendance were:

- Dr. Crystal LeRoy, Superintendent/CSBO
- Mrs. Kendra Wallace, Principal
- Mr. Besset Sabourin Director of Student Services;
- Mr. Chike Erokwu, Communication Coordinator

Faculty: Mrs. Allison Drew (Videographer), Mr. Scott Paeth



Community: Mr. John Gottschall

PUBLIC COMMENT

Mr. Scott Wallace invited public comment. There was none.

PUBLIC HEARING ON TAX LEVY

Dr. LeRoy gave a presentation on the 2016 tax levy. Dr. LeRoy noted that the estimated levy has not changed since November and the district would still request roughly \$11.6 million to cover operating expenses. Dr. LeRoy reviewed the process used in calculating levy rates, noting that tax rates for Kenilworth taxpayers are based on what the district requests from the levy.

After further discussion, Mr. Wallace asked for a motion to adopt the 2016 tax levy.

Mrs. Stacey Van Metre moved, seconded by Mrs. Donna Keller to approve the 2016 tax levy

Roll Call:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Mr. Scott Wallace			
Mrs. Suzanne Nelson			
Mrs. Stacey Van Metre			
Mrs. Danielle Boros			
Mr. Tim Kollar			
Mrs. Donna Keller			
Mrs. Melinda Kelly			

The motion carried with a vote of 7 to 0.

ADMINISTRATIVE REPORTS

Freedom of Information Act Requests – Dr. LeRoy said the district received one FOIA request from Mr. Nathan Mihelich from the Illinois Retired Teacher Association. The request was responded to in a timely and complete manner.

Report from the Superintendent – Dr. LeRoy presented and reviewed a second draft of the 2017-2018 school calendar. The updated draft calendar includes winter and spring breaks that align with the 2017-2018 New Trier Township High School calendar. Dr. LeRoy noted that she felt comfortable making adjustments to the calendar as support staff would have early notice to make arrangements as needed. Final calendar dates such as those for parent/teacher conferences would be determined in the coming weeks before a final draft of the calendar is presented to the board for review in February.

Mr. Wallace noted that the board has received plenty of feedback from the community on the first draft of the calendar. After discussion, board members supported the proposed calendar draft.



Report from the Chief School Business Official – Dr. LeRoy summarized the district’s purchase of financial analytical services of Forecast5. Dr. LeRoy said that Forecast5 services would allow the business office to automate financial services that would allow the department to operate more efficiently. Dr. LeRoy added that 5Sight, part of Forecast5 services, would help with enrollment projections.

After the discussion, Dr. LeRoy noted that the district is on track to meet budget projections as there are no funds that are off pace to even out by the end of the year.

Report from the Principal – Mrs. Wallace discussed ongoing efforts to develop and implement modifications to the school’s discipline policies and procedures. The updates to the discipline policies and procedures are based on a three-tiered system of consequences and protocols that align with the MTSS three tiers of support. A soft rollout of the policies have been implemented through teacher teams over the past three weeks and parents will be notified of the system soon. Mrs. Wallace said a recommendation for school-wide adoption of the system may be made after the soft rollout is completed. It was noted that the updates to school discipline policies and procedures are tied to feedback the administration received from faculty, staff and parents from recent surveys.

Mrs. Wallace gave a presentation summarizing data the district received from the New Trier Township High School Freshman Preparedness Survey. The data was self-reported by 59 students who identified themselves as Joseph Sears School graduates from the Class of 2015. Students reported high levels of preparation across subjects with the exception of science and world language; Mrs. Wallace noted that Joseph Sears School students are performing better than their township peers on average in foreign languages and that content from 8th grade science curriculum does not directly relate to high school science course offerings.

Report from the Director of Student Services – Mr. Sabourin said he would like to bring the NSSSED superintendent in to address the board on how NSSSED is changing their service model and how the district can change along with them. Board members discussed the possibility of hosting the meeting during a committee of the whole meeting in the spring with the incoming board members.

CONSENT AGENDA

Mr. Wallace asked if there were any questions regarding the Consent Agenda. There being no questions, Mr. Wallace asked for a motion to approve the Consent Agenda:

Mrs. Stacey Van Metre moved to approve the Consent Agenda to include approval for: Minutes of the December 1, 2016 Committee of the Whole Meeting; Minutes for the November 14, 2016 Regular Meeting and Closed Session; Monthly Financial Report for November 2016; Investment Report for November 2016; Accounts Payable for November 15, 2016 to December 12, 2016; Destruction of Closed Session Recordings for June 2015; Authorization to Recycle Defective Equipment; and Authorization for Bill Reviewer to Approve Payment of Accounts Payable for January 2017.

The motion was seconded by Mrs. Donna Keller.



Roll Call:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Mr. Scott Wallace			
Mrs. Suzanne Nelson			
Mrs. Stacey Van Metre			
Mrs. Danielle Boros			
Mr. Tim Kollar			
Mrs. Donna Keller			
Mrs. Melinda Kelly			

The motion carried with a vote of 7 to 0.

OLD BUSINESS

Potential Action to Approve the 2017-2018 School Year Calendar – Mr. Wallace noted that this item is tabled for the February 2017 board meeting. The administration will inform the community that the spring and winter break dates for the 2017-2018 calendar have been confirmed and those dates will align with the New Trier Township High School Calendar.

Strategic Plan Update – Mrs. Nelson and Mrs. Keller gave a presentation on a suggested collaborative approach that the board and administration can take to develop a strategic plan. The strategic plan development approach has four phases: research, development, implementation and communication. The board would take the lead in conducting the first two phases while the administration would lead the last two. It was noted during the presentation that this approach is based on best practices from research institutions and similar school districts.

The board and the administration would need to first establish key strategic objectives for the district that would remain consistent from year to year. Year-specific action items would be developed under each key strategic objective.

NEW BUSINESS

Discussion of and Potential Approval of Recommendation to Hire M. Janine Macris as 1.0 FTE Instructional Assistant – Mrs. Van Metre moved to approve the recommendation to hire Ms. Janine Macris as a 1.0 FTE Instructional Assistant. The motion was seconded by Mrs. Keller.

Roll Call:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Mr. Scott Wallace			
Mrs. Suzanne Nelson			
Mrs. Stacey Van Metre			
Mrs. Danielle Boros			
Mr. Tim Kollar			
Mrs. Donna Keller			
Mrs. Melinda Kelly			



The motion carried with a vote of 7 to 0.

Discussion of and Potential Acceptance of Non-Certified Employee Request for Resignation from Ms. Challen Stadler – Mrs. Keller moved to accept the non-certified employee request for resignation from Ms. Challen Stadler. The motion was seconded by Mrs. Van Metre.

Roll Call:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Mr. Scott Wallace			
Mrs. Suzanne Nelson			
Mrs. Stacey Van Metre			
Mrs. Danielle Boros			
Mr. Tim Kollar			
Mrs. Donna Keller			
Mrs. Melinda Kelly			

The motion carried with a vote of 7 to 0.

Discussion of Timeline for 2016-2017 Faculty/Staff and Parent School Climate Surveys – Dr. LeRoy led a discussion on the timing of the annual faculty/staff and parents surveys. It was determined that parents would be surveyed toward the end of the year and faculty/staff would be surveyed toward the beginning of February with results due at the end of the month.

Potential Approval of Updated Student Discipline Plan – Mrs. Keller moved to approve the framework for the updated student discipline plan. The motion was seconded by Mrs. Van Metre. The motion carried with all yeses.

Discussion of and Potential Approval of AT&T Billing Settlement – Mr. Wallace noted that the settlement is related to a phone bill dispute dating back to 2013. The district would receive a payment as part of the settlement. The approval is pursuant to technical details in the contract itself which would be worked out with the district attorneys.

Mrs. Keller moved to approve the AT&T Billing Settlement pending additional revisions by attorneys. The motion was seconded by Mrs. Nelson.

Roll Call:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Mr. Scott Wallace			
Mrs. Suzanne Nelson			
Mrs. Stacey Van Metre			
Mrs. Danielle Boros			
Mr. Tim Kollar			
Mrs. Donna Keller			
Mrs. Melinda Kelly			

The motion carried with a vote of 7 to 0.



Discussion of and Potential Approval of Contract Term and Salary Compensation for Dr. Crystal LeRoy as Superintendent/CSBO for 2017-2020 with Additional Contract Details to Be Determined

– Mr. Wallace noted that the board is voting to approve the term and compensation rate for Dr. LeRoy as Superintendent/CSBO. Additional contract details would be worked out over the next few months. The proposed contract runs for 3 years with the first year salary at \$210,000. Dr. LeRoy would be eligible for up to a 5 percent merit bonus and further salary increases at board discretion. Mr. Wallace noted that Dr. LeRoy has accepted the terms of the contract. Mr. Wallace said the board is required to notify the superintendent of a non-contract renewal by February 1 of the last contract year, so the agenda item was placed on the December agenda as there is no January meeting.

Board members expressed their gratitude for Dr. LeRoy’s leadership and their pleasure over the contributions she has made to the district.

Mrs. Nelson moved to approve the contract term and salary compensation for Dr. Crystal LeRoy as Superintendent/CSBO for 2017-2020 with additional contract details to be determined. The motion was seconded by Mrs. Van Metre.

Roll Call:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Mr. Scott Wallace			
Mrs. Suzanne Nelson			
Mrs. Stacey Van Metre			
Mrs. Danielle Boros			
Mr. Tim Kollar			
Mrs. Donna Keller			
Mrs. Melinda Kelly			

The motion carried with a vote of 7 to 0.

OTHER BUSINESS

There was no other business.

PUBLIC COMMENT

Mr. Wallace invited public comment. There was none.

ADJOURNMENT

There being no further business, Mr. Wallace entertained a motion to adjourn.

Mr. Stacey Van Metre moved to adjourn the meeting at 9:49 p.m. The motion was seconded by Mrs. Donna Keller.

The motion carried with all yeses.



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Attest for Distribution: _____
Chike Erokwu, Secretary

Approved: _____
Scott Wallace, President

ATTEST: _____
Chike Erokwu, Secretary



To: Kenilworth School District No. 38 Board of Education
Dr. Crystal LeRoy, Superintendent/CSBO

From: Mrs. Kendra Wallace, Principal

Date: February 2, 2017

Re: Social Studies Curriculum Update

Background

During the SY 2015-16, The Joseph Sears School updated and adopted a Curriculum Renewal Cycle. The plan looked to balance curricular need with feasibility. With the adoption of new state social studies standards and a need for updated scope and sequence/curriculum in the junior high, the team began the process of defining a vision for the department and outlining the type of historians and historical thinkers would graduate from Sears.

The Work

The department established a social studies department vision and philosophy. The following document was generated in June 2016:

The Joseph Sears School Social Studies Vision, Philosophy & Essential Processes

Vision: Know the past. Engage in the present. Impact the future.

Philosophy Statement: In accordance with the College, Career and Civic Life ([C3 Framework](#)) for Social Studies State Standards, we believe that the social sciences are integral to sustaining a Democratic Republic in which citizens are aware of their changing cultural and physical environments; know the past; and act in ways that promote the common good. The mission of the social studies program at The Joseph Sears School is to provide all students with rigorous and authentic learning opportunities that ignite their passions for learning and enhance their abilities and motivations to contribute as citizens in their communities. Our curriculum is informed by the [Illinois Learning Standards for Social Science](#), the College, Career and Civic Life ([C3 Framework](#)) for Social Studies State Standards, the [Common Core Literacy Standards for Social Science](#), as well as other *current best practices in social science education. Through reading, writing, and thinking deeply, our students become young historians and impactful global citizens.

*[Historical Thinking & Reading Like a Historian](#)

*[Best practice teaching in Social Studies \(include resource\)](#)

Essential Processes: These processes guide the teaching & learning of Social Studies at Sears School

1. Reading, analyzing and interpreting primary and secondary sources



2. Constructing arguments using claims and evidence from diverse sources
3. Exploring and generating questions that challenge students' depth of thinking
4. Building strong content knowledge in history, civics, economics and geography.
5. Applying the research process to gather relevant information
6. Engaging in controversial issues in an objective, informed and empathetic manner
7. Thinking like a historian*
8. Applying mastered knowledge and skills to the creation of authentic student-created artifacts.

**Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past.*

Attributes of a graduating student from Sears School:

- Capable of making informed opinions and decisions
- Active global citizen
- Skilled informational & argumentative writer
- Critical reader of primary and secondary sources
- Skilled researcher
- Rich foundation of Social Studies content knowledge
- Critical thinker - read with a critical lens- capable of making choices w/ civility
- Active participant in civic and democratic processes both individually and collaboratively
- Strong executive functioning skills

The department is currently piloting materials, continuing to grow units and aligning materials to meet the goals and expectations of the work they are doing.

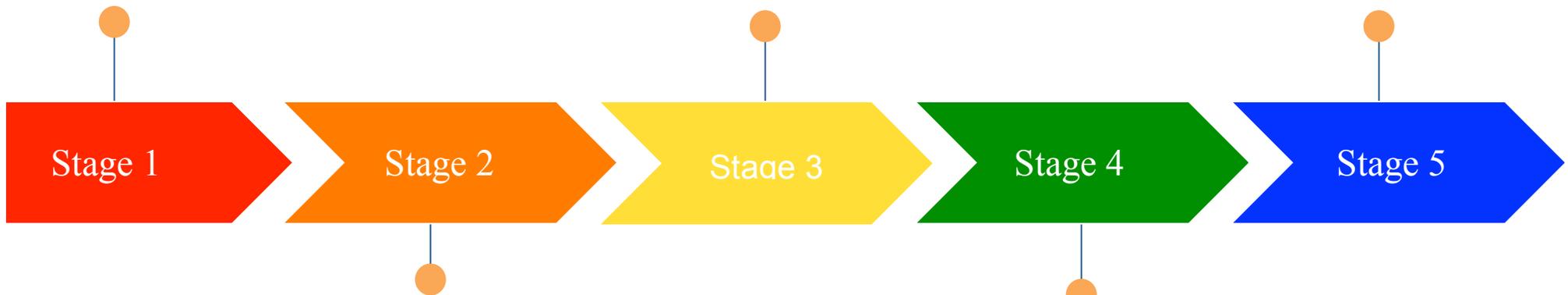
Social Studies Grades 6-8 Curriculum Renewal Cycle for 2015-2020

<p><u>Review and Research 2015-2016</u></p> <ul style="list-style-type: none"> ● Surveyed township feeder schools ● Articulation with New Trier ● Researched current trends in SS education, best practices in teaching & learning of SS ● Read the Illinois Learning Standards for Social Science, the C3 Standards & the Common Core Literacy Standards for SS: <ul style="list-style-type: none"> ○ Vision ○ Philosophy Statement 	<p><u>Implementation Fall 2016 - Spring 2018</u></p> <ul style="list-style-type: none"> ● Partial Implementation began in Fall 2016 <ul style="list-style-type: none"> ○ Continue to pilot & explore text-based, digital, and multimedia resource(s) ● Full Implementation in Fall 2017 	<p><u>Monitor 2019-2020</u></p> <ul style="list-style-type: none"> ● The curriculum will continue to be monitored for its effectiveness.
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Review and Research

Implementation

Monitor



Curriculum Writing/Development

Implement and Revise

<p><u>Curriculum Writing/Development Summer 2016- Summer 2017</u></p> <p>Our research led to the following outcomes:</p> <ul style="list-style-type: none"> ● 8 Essential Processes: These processes guide the teaching & learning of Social Studies at Sears School ● Attributes of a graduating student from Sears School ● Social Studies Curriculum Map for Grades 6-8 <ul style="list-style-type: none"> ○ Based on the Standards & our SS vision, philosophy, etc., we developed course descriptions & identified units of study for each grade level. ○ Began writing units of study at each grade level (Unit template) ○ Review & pilot resources 	<p><u>Implement and Revise Summer 2018 - Spring 2019</u></p> <ul style="list-style-type: none"> ● Revise units of study to... <ul style="list-style-type: none"> ○ Enhance units of study ○ Add additional resources ○ Include student exemplars
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Social Studies Curriculum Grades 6-8 School Board Presentation



Jennifer Comiza - 6th Grade SS

Jeff Rosen - 7th Grade SS

Scott Paeth - 8th Grade SS

Megan Panje - Instructional Facilitator

Liz Gordon - Differentiation Facilitator

Social Studies Grades 6-8 Curriculum Renewal Cycle for 2015-2020

<p>Review and Research 2015-2016</p> <ul style="list-style-type: none"> • Surveyed township feeder schools • Articulation with New Trier • Researched current trends in SS education, best practices in teaching & learning of SS • Read the Illinois Learning Standards for Social Science, the C3 Standards & the Common Core Literacy Standards for SS: <ul style="list-style-type: none"> ◦ Vision ◦ Philosophy Statement 	<p>Implementation Fall 2016 - Spring 2018</p> <ul style="list-style-type: none"> • Partial Implementation began in Fall 2016 <ul style="list-style-type: none"> ◦ Continue to pilot & explore text-based, digital, and multimedia resource(s) • Full Implementation in Fall 2017 	<p>Monitor 2019-2020</p> <ul style="list-style-type: none"> • The curriculum will continue to be monitored for its effectiveness.
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Review and Research

Implementation

Monitor



Curriculum Writing/Development

Implement and Revise

<p>Curriculum Writing/Development Summer 2016- Summer 2017</p> <p>Our research led to the following outcomes:</p> <ul style="list-style-type: none"> • 8 Essential Processes: These processes guide the teaching & learning of Social Studies at Sears School • Attributes of a graduating student from Sears School • Social Studies Curriculum Map for Grades 6-8 <ul style="list-style-type: none"> ◦ Based on the Standards & our SS vision, philosophy, etc., we developed course descriptions & identified units of study for each grade level. ◦ Began writing units of study at each grade level (Unit template) ◦ Review & pilot resources 	<p>Implement and Revise Summer 2018 - Spring 2019</p> <ul style="list-style-type: none"> • Revise units of study to... <ul style="list-style-type: none"> ◦ Enhance units of study ◦ Add additional resources ◦ Include student exemplars
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Stage 1

Review and Research



- Surveyed township feeder schools
- Collaboration with New Trier



Stage 1

Review and Research

- Researched **best practice principles** in the teaching and learning of social studies

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



STANFORD
HISTORY
EDUCATION GROUP
PROFESSIONAL DEVELOPMENT



AP[®]

Stage 1

Review and Research

- Shifts in social studies teaching and learning
- Impact on curriculum renewal



Stage 1

Review and Research

- Vision
 - **Know the past. Engage in the present. Impact the future.**
- Philosophy Statement
 - In accordance with the College, Career and Civic Life (C3 Framework) for Social Studies State Standards, **we believe that the social sciences are integral to sustaining a Democratic Republic in which citizens are aware of their changing cultural and physical environments; know the past; and act in ways that promote the common good.** The mission of the social studies program at The Joseph Sears School is to provide all students with **rigorous and authentic learning opportunities** that ignite their passions for learning and enhance their abilities and motivations to contribute as citizens in their communities. Our curriculum is informed by the Illinois Learning Standards for Social Science, the College, Career and Civic Life (C3 Framework) for Social Studies State Standards, the Common Core Literacy Standards for Social Science, as well as other *current best practices in social science education. **Through reading, writing, and thinking deeply, our students become young historians and impactful global citizens.**

Stage 2

Curriculum Writing and Development

The 8 Essential Processes

- **Reading, analyzing and interpreting primary and secondary sources**
- **CONSTRUCTING ARGUMENTS** using claims and evidence from diverse sources
- Exploring and generating questions that *challenge students' depth of thinking*
- Building strong content knowledge in history, civics, economics and geography
- Applying the research process to gather relevant information
- Engaging in controversial issues in an **OBJECTIVE, INFORMED AND EMPATHETIC manner**
- **Thinking like a historian***
- Applying mastered knowledge and skills to the creation of authentic student-created artifacts

Stage 2

Curriculum Writing and Development

- **Attributes of a Graduating Student**

- Capable of making informed opinions and decisions
- **ACTIVE GLOBAL CITIZEN**
- Skilled informational and argumentative **writer**
- Critical **reader** of primary and secondary sources
- Skilled researcher
- Rich foundation of Social Studies content knowledge
- **Critical thinker** - read with a critical lens- capable of making choices w/ civility
- **Active participant** in civic and democratic processes **both individually and collaboratively**
- Strong executive functioning skills

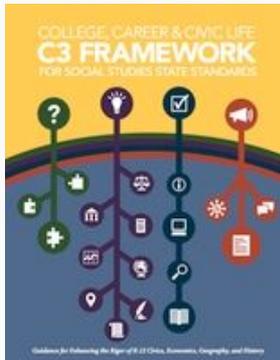


Stage 2

Curriculum Writing & Development

Cross Referenced 3 Sets of Social Studies Standards

- C3 - National Council for the Social Studies - College, Career, and Civic Life
- Illinois Learning Standards for Social Science - Informed by C3 Standards
- Common Core Literacy Standards for SS - aligned with ELA Literacy Standards



Middle School Complexity Levels Grades 6-8 The middle school standards are banded by levels of complexity rather than grade levels. Because most social science classrooms are comprised of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and address the range of difficulty of the standards.

LC: Less Complex
MC: Moderately Complex
MC: More Complex

Inquiry Skills		
Developing Questions and Planning Inquiries		
Constructing Essential Questions	SS.6.1.6-8: Create essential questions to help guide inquiry about a topic.	
Constructing Supporting Questions	SS.6.2.6-8: Ask essential and focusing questions that will lead to independent research.	
Determining Helpful Sources	SS.6.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.	
Evaluating Sources and Using Evidence		
	Less Complex (LC)	Moderately Complex (MC)
Gathering and Evaluating Sources	SS.6.4.6-8.LC: Determine the value of sources by evaluating the relevance and intended use.	SS.6.4.6-8.MC: Determine the credibility of sources based upon their origin, authority and context.
Developing Claims and Using Evidence	SS.6.5.6-8.LC: Appropriately cite all sources utilized.	SS.6.5.6-8.MC: Identify evidence from multiple sources to support claims, noting its limitations.
	Less Complex (LC)	More Complex (MC)
	Moderately Complex (MC)	More Complex (MC)
Communicating Conclusions	SS.6.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and weaknesses.	SS.6.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
Critiquing Conclusions	SS.6.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	
Taking Informed Action	SS.6.8.6-8.LC: Analyze how a problem can be solved and identify potential outcomes.	SS.6.8.6-8.MC: Apply a range of problem-solving and democratic processes to make decisions and take action in schools and community contexts.



Stage 2

Curriculum Writing & Development

- Developed a 6-8 SS curriculum map
- Developed course descriptions
- Designing integrated units of study
 - Including daily instructional plans



Essential Processes	Standards Code	IL Learning Standards	Grade Level	Target #	Learning Targets	Units of Study
7. Thinking Like a Historian (Change, Continuity & Context)	SS.IS.5.6-8.MDC	Determine the credibility of sources based upon their origin, authority and context.	6-8	7.A	I can consider the origin, authority and context of a source to determine its credibility (6-8).	8th Grade Unit 2: Migration; 6th Grade Greece Unit
	SS.IS.4.6-8.MC:	Gather relevant information from credible sources and determine whether they support each other.	6-8	7.B	I can gather relevant information from credible sources (6-8). I can corroborate historical sources (7-8).	6th Unit 6: Middle Ages 7th Unit 1: The Renaissance; 8th Unit 2: Migration
	SS.IS.7.6-8:	Critique the structure and credibility of arguments and explanations (self and others).	6-8	7.C	I can identify arguments and explanations (6). I can critique the credibility or arguments and explanations (7-8).	6th Unit 1: Early Humans/Meso, 7th Unit 2: Pre-Columbian and Colonization
	SS.H.16-8.LC	Classify series of historical events and developments as examples of change and/or continuity.	6-8	7.D	I can determine whether historical events and developments are examples of change and/or continuity.	6th Unit 1: Early Humans/Meso, 7th Unit 1: The Renaissance
	SS.H.1.6-8.MdC	Analyze connections among events and developments in broader historical contexts	6-8	7.E	I can explain causes and effects of historical events and developments.	6th Unit 6: Middle Ages; 7th Grade Unit 2: Pre-Columbian and Colonization
	SS.H.3.6-8.MdC	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	6-8	7.F		
		Analyze how people's perspectives influenced what information is available in				

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Stage 2

Curriculum Writing & Development

Grade 6 Course Overview



- ***Driving Question: How did early human civilization begin and develop?***
 - Early Humans: Hominids & Mesopotamia
 - Early Civilizations: Ancient Egypt & Ancient China
 - Greco-Roman Civilization: Ancient Greece & Ancient Rome
 - Middle Ages: Early Europe

Stage 2

Curriculum Writing & Development



Grade 7 Course Overview

- ***Driving Question: How did world civilizations become interconnected?***
 - The Renaissance
 - Pre-Columbian Native Americans
 - European Colonization
 - The Columbian Exchange
 - The American Revolution

Stage 2

Curriculum Writing & Development

Grade 8 Course Overview



- ***Driving Question: How did the United States become the nation we know today?***
 - American Government
 - Migration and Immigration
 - Division and Civil War
 - Reconstruction and Reform
 - U.S. Economic History
 - American Foreign Policy

Stage 3

Implementation



RESOURCES... Currently Being Used in 6-8 Social Studies Classrooms

- History Alive! Online Textbook (Ancient History, 6th Grade)
- Stanford History Education Group Reading Like a Historian (Grades 6-8)
- The Big History Project (Grades 6-7)
- The Gilder Lehrmann Institute of American History (Grade 8)
- Common Lit and ReadWorks (Grades 6-8)

RESOURCES Being Considered During Curriculum Renewal Process

- The DBQ Project
- The Choices Program (Brown University)
- Houghton Mifflin Textbook
- Continued evaluation of textbooks aligned with updated standards and best practices

Curriculum Renewal: Next Steps



Stage 3

Implementation *Fall 2016 - Spring 2018*

- Partial Implementation began in Fall 2016
- **Full Implementation in Fall 2017**

Stage 4

Implement and Revise *Summer 2018 - Spring 2019*

- Enhance units of study
- Include additional resources/materials
- Include student exemplars

Stage 5

Monitor *2019-2020*

- The curriculum will continue to be monitored for its effectiveness

Thank you & Time for Questions



Kenilworth School District No. 38 Board of Education – 2016-2017 Faculty/Staff Survey
(**New questions are in italics.**)

General Questions

1. I look for and suggest ways to improve the school.
2. Students at my school treat teachers and staff with respect.
3. Parents respect the teachers and staff at my school.
4. Teachers and staff at my school treat students with respect.
5. The school community has high expectations for all students at my school.
6. My school is a safe place to be.
7. The physical space available is sufficient for me to perform my job effectively.
8. The school building is clean and well maintained.
9. Teachers, staff and administrators work together to advance student learning.
10. The work I do contributes to the overall effectiveness of my school.
11. The best teachers and staff are retained at my school.
12. The roles and responsibilities of each member of the administration are clear to me.
13. I know which administrator to seek out from the Administrative Team to solve problems.
14. The technology available at my school is helpful in reinforcing my job.
15. I feel skilled at using the technology available at my school.
16. Instruction on technology and technology learning tools would increase my effectiveness.
17. I am comfortable with the level of change occurring in my school.
18. I receive useful feedback on how I can improve.
19. I receive informal feedback outside the formal evaluation process.
20. The Administrators respect and support the teachers and staff at my school.
21. The Administration effectively communicates the vision and goals for the school.
22. The Administration, teachers and staff communicate with each other effectively.
23. The Administration is fair in the way they allocate resources.
24. The Administration at this school provides teachers and staff with opportunities to work together collaboratively.
25. Teachers and staff in this school have opportunities for collaboration and learning from each other.
26. My colleagues are generous about helping each other.
27. The Administration works to support teacher and staff morale.
28. Teachers and staff have close working relationships with each other.
29. Teachers and staff at this school are recognized for the positive things that they do.
30. Teachers and staff at my school perceive that they can influence policies and/or procedures specific to the school.

Teacher-Specific Questions

1. My school's curriculum is preparing students for the challenges of the 21st century (e.g. analysis, global perspective, synthesis).

2. This school's curriculum is varied enough to meet the needs and interests of all of our students.
3. Students' homework assignments reinforce what they learn in the classroom.
4. Student assessments and data measures inform teaching in my classroom.
5. My school's curriculum promotes the development of students' critical thinking skills.
6. My school's curriculum is sufficiently challenging for all students.
7. Students are encouraged to try out their own ideas at my school.
8. My school emphasizes innovative learning methods.
9. I am open to trying new curriculum and incorporating new teaching methods.
10. I support innovation in terms of trying new curriculum and seeking out new curricular options.
11. The parents of students are appropriately engaged in their child's education.
12. Students at my school care about learning.
13. Students in my school respect each other's differences. (e.g. gender, culture)
14. Parents are effective partners in furthering education in the classroom.
15. My school encourages students to develop good character traits.
16. Students feel safe from verbal abuse, teasing, and exclusion.
17. My school has an effective policy to deal with disruptive students.
18. The school rules are fair.
19. The Administration follows through effectively in matters of student discipline.
20. The school rules are effectively communicated.
21. The teachers at my school believe in the students' ability to learn what is being taught.
22. There is sufficient time to provide students with individual attention when needed.
23. The quality of teaching at my school is high.
24. Teachers at my school are experts in the subjects they teach.
25. When students in my class struggle, I have the expertise to use alternate teaching strategies to assist them.
26. I develop and refine teaching techniques for my classroom.
27. My school provides teachers with adequate opportunities for professional development.
28. The instructional advice I have received has helped me become a better teacher.
29. There are visits to my classroom to observe instruction.
30. The Administration is knowledgeable about instructional best practices.
31. Teachers at my school work to improve instruction.
32. I know how to deliver instruction so that all of my students learn.
33. There is sufficient instructional time to gauge student understanding by asking questions throughout the lesson.
34. The parents of students actively support the learning goals for their children.
35. I am able to apply the skills I learn through professional development opportunities to the work I do in the classroom.
36. The instructional resources available in my classroom contribute to my effectiveness as a teacher.
37. *I am provided adequate materials and resources to implement specially designed instruction described in student plans.*

38. *When a student has learning problems, the school quickly comes up with a plan to help.*
39. *Professional development and training addressing the diverse needs of students with disabilities are available to me.*
40. *I am well informed about instructional techniques related to teaching students with disabilities.*
41. *When a student has social-emotional issues, the school looks for positive ways for that student to be successful in his or her classroom.*

Open-Ended Responses

1. *How has the Superintendent/CSBO made a positive impact on students, faculty and staff?*
2. *In what ways can the Superintendent/CSBO better support the school community?*
3. *How has the Principal made a positive impact on students, faculty and staff?*
4. *In what ways can the Principal better support the school community?*
5. *How has the Director of Student Services made a positive impact on students, faculty and staff?*
6. *In what ways can the Director of Student Services better support the school community?*
7. *Please provide any other feedback or comments you would like to share with the Board.*



To: Dr. Crystal LeRoy, Superintendent/CSBO

From: Mr. Chike Erokwu, Communication Coordinator

Date: February 2, 2017

Re: 2016-2017 Faculty/Staff Survey

Memo Summary

Last year, the Board of Education and Administration jointly released a revised school climate survey to faculty and staff. This year, we will release the same survey to faculty/staff with the addition of five student services department questions and six open-ended questions focused on administrative performance. We will also make minor changes to question grouping so that only teachers will be afforded the opportunity to answer teacher-specific questions.

Survey Development

This year's faculty/staff survey will contain 71 multiple-choice questions and 7 open-ended questions. All 66 multiple-choice survey questions from last year will be used in this year's survey. As was the case last year, respondents will be asked to rate each multiple choice question on a 7-point Likert-type scale with the following answers: strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree and strongly disagree.

The school climate survey we utilized last year did not make specific reference to the student services department. Mr. Sabourin and I compiled then modified questions from surveys released by student services offices from various state departments of education and narrowed down the questions to those most applicable to our district. The following questions were selected and added to the survey:

1. I am provided adequate materials and resources to implement specially designed instruction described in student plans.
2. When a student has learning problems, the school quickly comes up with a plan to help.
3. Professional development and training addressing the diverse needs of students with disabilities are available to me.
4. I am well informed about instructional techniques related to teaching students with disabilities.



5. When a student has social-emotional issues, the school looks for positive ways for that student to be successful in his or her classroom.

In an effort to gain additional feedback specific to each administrator, the Administrative Leadership Team requested the addition of six open-ended questions which attempt to gather feedback on each administrator's impact on the school community. With the help of Mr. Sabourin, the following questions were drafted:

1. How has the Superintendent/CSBO made a positive impact on students, faculty and staff?
2. In what ways can the Superintendent/CSBO better support the school community?
3. How has the Principal made a positive impact on students, faculty and staff?
4. In what ways can the Principal better support the school community?
5. How has the Director of Student Services made a positive impact on students, faculty and staff?
6. In what ways can the Director of Student Services better support the school community?

A full list of survey questions is included in the packet.

Survey Timeline

The following is a *proposed* timetable of relevant dates for the faculty/staff survey:

February 6	Faculty/staff survey opens
February 16	Survey reminder email #1
February 24	Survey reminder email #2
February 24	Paper survey submission closes
February 27	Faculty/staff survey closes
March 2	Present preliminary survey data at the COW meeting
March 6-10	Redact survey responses
March 6-10	Draft executive summary
March 13	Distribute survey binder to KEA with redacted responses
March 20	Discussion of survey, presentation of survey data and board approval to release survey data
March 21	Release of survey data to parents, faculty and staff

Survey Responses

Faculty and staff will have three weeks to complete the survey (Feb. 6 through Feb. 27). As has been past practice, faculty/staff be given the option to take the survey online or



complete a paper copy of the survey. A representative from the Kenilworth Education Association will input all paper copy survey data into the survey database to maintain confidentiality. As has been the practice for the past several years, faculty/staff who self-identify as having completed the survey will receive a \$5 gift card in appreciation for their time. For reference, last year with an incentivized survey, we received responses from 64 people, accounting for 70% of our faculty/staff.

Survey Question Grouping

Last year's faculty/staff survey invited all district employees – regardless of role – to answer all 66 of the questions and mark “N/A” on those questions that do not apply to their position. More than half of the questions on the school climate survey are specifically related to curriculum or student learning, and therefore did not apply to non-certified, non-licensed faculty and staff.

In order to preserve the survey integrity and make the survey more applicable to all district personnel, I propose that this year's questions be divided into two groups: general questions and teacher-specific questions. All respondents will be asked to answer 30 general questions. Anyone who self-identifies as a licensed educator will be asked to answer the additional 41 teacher-specific questions. All respondents will be offered the opportunity to fill in the open-ended responses. This minor change should allow for receipt of more accurate data while making the survey more relevant to all district employees.

Please let me know if you have any questions regarding any of the information above.