

**ILT MEETING**  
**Minutes from January 18, 2017**

**Present:** Barrett, A., Barringer, S., Brandicourt, A., Brokamp, J., Cabrera, A., Chambers, J., Daniels, S., Fox D., Gordon, B., Kontsis, G., Lazar, J., LeBorgne, E., Ligon, T., Murphy, M., Nashid, W., Perdrix, M., Pogoni, S., Restle, K., Ryan, B., Schneider, F., Sella, A., Smith, B., Sweeney, B., Stewart, J., Wolfe, D.

Meeting started at 2:45 p.m.

**Review and accept minutes from December**

Minutes were distributed. No vote to approve.

**Special Order of Business:** None

**Old Business:**

**Policies subcommittee report**

Brian Sweeney shared reports from the policies subcommittee, showing the changes in the Course Guide from the current to the recommended wording (see attached documents). He reviewed recommended wording for level change procedures and the recommended new form for "Request for a Level Change or Dropped Status in AA/AP." He reviewed current and recommended wording for Eligibility to Continue at Walnut Hills. Additionally, Sweeney showed current wording on page 9 under "Other" where the current policy may not be following practice for various reasons: counselors required to approve students taking more than 5 academic courses, counselors required to approve students taking more than 3AA and/or AP, and course choices considered final. There was discussion about what the departments were to consider for a possible ILT motion next month. Lead teachers agreed to discuss the recommended wording and form for drop status and the recommended wording for eligibility to continue at Walnut. Chambers motioned to take these recommendations to the department. Wolfe seconded.

Motion passed: 25 in favor, 0 opposed, 0 abstained

**Originator**

**Sweeney**

**Academic Honesty**

Sella shared the handout "Implementation of The Honor Code" outlining responsibilities of students, teachers and administrators (see attached document). Smith motioned to take these ideas back to the departments to discuss. Nashid seconded. Discussion included: how much the students are responsible for the Honor Code vs. teachers and administrators; the benefits and challenges of students reporting other students' infractions.

Motion passed: 25 in favor, 0 opposed, 0 abstained

**Sella**

**Discipline Committee Recommendation**

Smith motioned to take three items from the Discipline Committee back to the departments (see attached documents). Wolfe seconded. Smith reviewed the proposed changes in language to the dress code, suspension and expulsion, and discipline chart / "WHHS Local School Discipline Plan." Chambers

**Smith**

suggested deleting "Saturday School" as a consequence on the WHHS Local School Discipline Plan since we use Thursday/Friday School.

Motion passed: 23 in favor, 1 opposed, 1 abstained

**Needs assessment with teachers, students, and parents to create a Comprehensive Counseling Program – update only**

**Cabrera**

Cabrera explained that a counseling needs assessment is completed and will be distributed in hardcopy for teachers to take on the next Learning Teams Day, February 1, 2017. The counseling department decided to conduct this needs assessment as part of their development of a comprehensive counseling program, a new ODE requirement. Parents and students also will participate in the needs assessment.

**New Business**

**Originator**

**Review Summer School Program**

**Sweeney**

Sweeney presented the Summer School Analysis with reference to phrasing from the Long Range Plan and how these statements are applicable to the summer school program (see attached documents). Smith motioned to extend the debate. Chambers seconded. All approved. Discussion included: should there be a departmental agreement about what curriculum to teach during summer school, extension of summer school from four weeks to six weeks (challenge is district requirement to close summer school in the fiscal year). Perdrix motioned that departments discuss the recommendation that each department develop a standard summer school curriculum for their classes. Smith seconded.

Motion approved: 18 approved, 0 opposed, 0 abstained

**Conference Nights 17-18**

**Smith**

Smith proposed that departments consider the conference night schedule for 17-18. Gordon explained the importance of 3<sup>rd</sup> quarter conference night coordinating with the optioning schedule in order to host the AP Parent Fair on that conference night. This year's conference night of February 9 is too late for the current optioning deadline of February 10. Smith motioned to move the optioning deadline to February 14 with the AP Fair for parents on February 9, 2017. Under the revised plan, students must submit their optioning forms to teachers by February 14, and teachers must submit these forms to the Guidance Office by February 17. Restle seconded.

Motion passed: 14 approved, 0 opposed, 2 abstained.

Smith motioned that departments consider four dates for conference nights. Gordon suggested that departments discussed his proposed dates. Smith revised motion: department chairs will take the proposed conference schedule back to the departments to discuss (see attached document). Fox seconded.

Motion passed: 15 in favor, 0 opposed, 0 abstained

**Schedule E****Smith**

Smith motioned that department chairs ask if there are any additions, deletions, changes to Schedule E for 17-18. In March ILT will vote on list of approved clubs and academic teams. Nashid seconded.

Motion passed: 16 in favor, 0 opposed, 0 abstained

**Senior Art Cumulating Project****Stocker**

Topic withdrawn.

**Discussion of Student Assembly****Stewart**

Stewart introduced the Incognito assembly to be presented to 10<sup>th</sup> graders on February 10, 2017, bells 5 and 6. Incognito is a one-man, autobiographical play involving topics of race, inclusion, and stereotypes; the performance is followed by a 30 minute question and answer period. February 10 is the only date available in February, Black History Month. The intent is to have this become a common, yearly experience for 10<sup>th</sup> graders to address elements of the school mission statement, namely diversity and fostering a “democratic atmosphere of mutual respect, social equality, and personal responsibility.” Discussion included concerns about taking students away from AP classes, the value of having some common Walnut experiences, the important of these topics in light of the recent campaign. Brokamp and Stewart explained some of the scheduling considerations: grades 7-9 may not be mature enough for the presentation, 10<sup>th</sup> grade has less AP than 11-12, videotaping was explored but not permitted due to copyright violation. Brokamp agreed to double-check on the videotaping as an option for a very limited group of students. Pogoni suggested that the date be placed on the calendar a year in advance.

**Transfer Rounds****Smith**

Smith reminded department chairs that interview committees need to be submitted by February 1. First round of interviews is February 13-17. Brokamp verified that we don't know the budget, so it is not possible to determine available positions. There will be more information after January 24 budget meeting. Other factors are space and enrollment. Each department should have ready an interview committee. Administrators supervising the departments will coordinate the interview schedules. Smith clarified interview committees consist of at least 4 teachers, including lead teacher and an administrator.

Meeting adjourned at 4:50 p.m.

## COURSE GUIDE (page 9)

### UNDER

#### **E. Eligibility to Continue at Walnut Hills**

##### OLD WORDING:

*College-bound students should make no less than a “C” in any subject. Students are expected to maintain a minimum grade point average of 2.0. Students who fail a semester of three or more subjects within a school year must attend another school the following year. Students who fail one or two subjects will be required to attend summer school and attain a grade of “C” or better. Seniors who fail one or two subjects expected for graduation will be permitted to repeat the courses in summer school in order to receive an August diploma.*

##### QUESTIONS:

1. Any enforcement of “C” or better?
2. Any enforcement of 2.0 GPA?
3. Any enforcement of “failing a semester of three or more subjects within a school year must attend another school the following year”?
4. Any enforcement of required to “attain a C or better” in summer school?
5. Why are students allowed to fail summer school and return and retake the course—where is this written as a policy?

##### RECOMMENDED NEW WORDING: (Counselors said these are the policies we do follow)

*Students who fail a semester of three or more subjects within a school year must attend another school the following year. Students who fail one or more subjects will be required to attend summer school, whether they are returning to Walnut Hills High School or not. Seniors who fail one or two subjects expected for graduation will be permitted to repeat the courses in summer school in order to receive an August diploma.*

##### RATIONALE: (according to counselors)

1. We cannot enforce “C or better” or “2.0 GPA”
2. We cannot remove a student from WHHS if he fails summer school—too late in the summer for family to find a new school (timing) and family can deny they were informed of the failure in a timely fashion by WHHS





## COURSE GUIDE (page 8)

OLD WORDING:

### V. GENERAL INFORMATION

#### B. LEVEL CHANGE

On occasion, a change in level (drop status) of an AA/AP course is necessary. In order to facilitate a change, the following steps must be taken:

- Teacher or student must initiate a level change discussion
- Student must demonstrate that he/she has completed all homework and sought additional help from the teacher and
- Teacher must complete a 'Change of Status' form. Teacher, student, parent and counselor will sign form.

RECOMMENDED NEW WORDING:

### V. GENERAL INFORMATION

#### B. LEVEL CHANGE

On occasion, a **change** in level or status of a student in an AA/AP course is necessary. If possible, this **change** may take the form of a schedule change to a different teacher and/or bell in a lower level course, should space be available, or a "drop status" form to remain with current teacher/bell but receive course credit for and be graded appropriately for the lower level. In order to facilitate the change, the following steps must be taken:

1. Student must demonstrate that he/she has completed all coursework and sought additional help from the teacher;
2. Teacher or student must then initiate a level change or dropped status discussion;
3. Teacher must complete a "Change in AA/AP Status" form and teacher, student, parent, counselor and principal will sign the form.

These steps should be followed before a student **change** is allowed. This **change** should occur no later than the end of first quarter/start of second quarter or for "compelling circumstances" (health/family).



## COURSE GUIDE (page 9)

### UNDER "OTHER"

OLD WORDING—no NEW WORDING offered; instead, lots of QUESTIONS:

#### VI. Other

*B. In order to schedule more than five academic subjects in grades 9 – 12, students must have at least a "B" average (3.0) in academic subjects, or, for compelling circumstances, must have approval of counselor.*

#### QUESTIONS:

1. How many students typically carry more than five courses?
2. How many students without a "B" average carry more than five courses?
3. Do all counselors "approve" of more than five courses?
4. And what constitutes a "compelling circumstance"?

#### ***D. Advanced Placement Program -***

*...Students should not schedule more than 3 AA and/or AP subjects in one year unless high academic achievement has been demonstrated ("A" average) and, after consultation with the counselor, approval has been granted. Approved students who begin AA/AP courses cannot be withdrawn, unless an error in placement has been made.*

#### QUESTIONS:

1. How often are students of *lower academic achievement* (less than an "A" average?) request more than 3 AA/AP courses?
2. How often are these students DENIED their request?
3. How often are these students APPROVED of their request?
4. How often are "errors made" in assigning these students, thus resulting in a removal?

#### ***E. Course choices are considered final once courses begin.***

#### QUESTION:

1. Any thoughts on *the above statement*? The committee seems to think kids drop courses throughout the year...

## Discipline Committee Recommendations:

### Proposed Language changes:

#### **Dress:**

The primary purpose of the school is education, and all matters of dress and grooming must be weighed against that single objective. To that end, students should avoid dress that distracts attention from the orderly pursuit of knowledge, disrupts the educational process or constitutes a threat to individual safety or safety of the group. In addition, students are expected to maintain high standards of personal cleanliness and hygiene by making sure they are neither offensive to others nor a threat to the health of the school community. When a student's appearance is unacceptable, the student will be removed from class and required to change clothes. Exceptions must be approved in advance by an administrator. An administrator will make the final judgment on the appropriateness of student dress.

#### **Some examples of inappropriate appearance:**

1. Hats, hoods or headgear not religious in nature ( in class or assemblies)
2. Underwear worn as outerwear
3. Sleepwear, including slippers
4. Pants **which expose undergarments or** skin; *shorts shorter than mid-thigh*
5. Clothing with offensive slogans, cartoons, illustrations or diagrams, that depicts or promotes illegal activities, products, or violence
6. See-through or strapless outerwear and rips or tears **above the knee**
7. Clothing that exposes cleavage, breasts, buttocks, midriff or genital area; students must be covered from shoulders to mid-thigh
8. Any clothing items that detract from the educational process.

Changes: deleted #5 "Leggings or tights worn as pants (unless covered to mid-thigh)", added "shorts shorter than mid-thigh" to #4 & renumbered after deleting leggings language.

#### **Suspension and Expulsion:**

Walnut Hills High School participates in the CPS Alternative to Suspension Program (A2S) and Alternative to Expulsion Program (A2E). Students exhibiting disruptive behavior that impedes the instruction within the regular school setting will be assigned to these programs in lieu of being removed completely from a school setting. These programs allow students to continue with academic instruction coupled with activities to help the student become more aware and demonstrate social competencies in communications, decision-making and problem-solving skills.

Students are provided due process as directed by the State Legislature, interpreted and implemented by the Board of Education. The staff at Walnut Hills strives to provide the best possible learning environment for all students. To this end, the rules and regulations must be enforced without favoritism to ensure consistency and fair treatment for all.

Change: Add the following provision to suspension and expulsion:

*Any student who commits a category 2 or category 3 offense will be excluded from all after school activities and field trips for a period of 30 to 60 days after serving a suspension or expulsion. Administration will submit the names of students who are excluded to teachers, Schedule E advisors and coaches.*

Changes to the chart: Add new violation for "Alcohol/Drugs/Possession" and changed "Improper Dress" by adding Parent Contact and Detention to 1<sup>st</sup> Offense and adding Obtain proper dress "from parent & parent contact" for repeated or aggravated offenses."

WHHS LOCAL SCHOOL DISCIPLINE PLAN

The following list supplements the Code of Suspension, Expulsion and Removal:

COMMON VIOLATIONS	1 <sup>ST</sup> OFFENSE	AGGRAVATED OR REPEATED OFFENSES
Academic Dishonesty (Cheating/Violating Testing Protocol/Plagiarism)	Loss of Credit, Counselor and Parent Notification. Administrator notified.	Loss of Credit, Parent Conference, and Counselor and Administrative Referral. Saturday School/ISS/A2S
Class Cutting, Unexcused Class Absence ( <i>beyond 15 minutes</i> )	Thursday/Friday Evening School for Each Bell Missed.	Saturday School/ISS/A2S
Disobedience/Refusal to Obey School Personnel/Disruption	Thursday/Friday Evening School/Saturday School/ISS/Parent Shadowing/	Saturday School/ISS/A2S
Distributing or Posting Unauthorized Printed Material	Confiscation	Thursday/Friday Evening School/Saturday School
Eating in Unauthorized Area	Detention	Thursday/Friday Evening School/Saturday School
Fighting	Ten days A2S & SRO Notified	Expulsion & SRO Notified
Fraud/False Identification/Failure to Identify Forgery	ISS	ISS/A2S
Harassment/Sexual Harassment/Intimidation/Electronic Harassment/Bullying	Parent Notification/Removal & SRO Notified	Court Referral/ISS/A2S & SRO Notified
<i>Improper Dress (see student handbook)</i>	<i>Obtain Appropriate Dress &amp; Parent Contact &amp; Detention</i>	<i>Obtain Appropriate Dress From Parent &amp; Parent Contact &amp; Thursday/ Friday Evening School/Saturday School</i>
Leaving School Grounds Without Permission	Saturday School + One Thursday/Friday Evening School for each bell missed/ISS+ One Thursday/Friday Evening School for each bell missed.	Saturday School + One Thursday/Friday Evening School for each bell missed/ISS+ One Thursday/Friday Evening School for each bell missed.
Littering	Work Detail/Detention	Work Detail/Detention
Loitering On Campus/Unauthorized Presence	Warning and Parent Notification	Detention, Revocation of Late Arrival or Early Dismissal Privilege and Parent Notification
Profanity	ISS	ISS/A2S
Reckless Driving	Temporary Suspension of Parking Privileges, Thursday/Friday Evening School	Elimination of Parking Privileges/ Saturday School/ISS/A2S
Tardiness to School	Detention or Thursday/Friday Evening School (If Class Period is Missed)	Detention and/or Thursday/Friday Evening School/Saturday School/ISS
Tardiness to Class	Noted	3 <sup>rd</sup> offense in a quarter-DT/Friday School/Thursday/Friday Evening School/ Saturday School
Tobacco/Smoking/Possession	ISS	ISS/A2S
<i>Alcohol/Drugs/Possession</i>	A2S	A2E
Truancy: <u>multiple or habitual unexcused and unauthorized absences (off campus)</u>	Thursday/Friday Evening School/Saturday School/ISS/A2S/Referral to Visiting Teacher	Thursday/Friday Evening School/Saturday School/ISS/A2S/Referral to Visiting Teacher
Unauthorized Parking on Campus <u>Students with permits:</u> <u>Students without permits:</u>	Warning/Revoke Permit Friday Evening School/Saturday School/ISS	
Display and/or Use of Electronic Communication and/or Entertainment Devices	Confiscation/Parent Retrieval from Grade Level Administrator on the third school day or later.	Confiscation/Parent Retrieval from Grade Level Administrator on the 3 <sup>rd</sup> school day or later and assignment to Thursday/ Friday Evening School/Saturday School
Unauthorized Sales	Confiscation and Referral to Administration	Confiscation and Referral to Administration; Thursday/Friday Evening School/Saturday School
Unserved Detention	Thursday/Friday Evening School/Saturday School	Thursday/Friday Evening School/Saturday School /ISS/A2S
Unserved Thursday/Friday Evening School	Saturday School	Saturday School/ISS/A2S

**Questions concerning infractions should be referred to the grade level administrator. Inquiries about DT should be directed to the staff who assigned it.**

## Implementation of The Honor Code

### **Overall:**

The honor code document is integrated into Walnut Hills.

- Place in a prominent spot in the Student Handbook and the Staff Handbook
- Place in a prominent spot on the Walnut Hills Website
- Potentially place a physical copy of the Honor Code in a prominent spot on Walnut Hills property

### **The Responsibilities of Students:**

- Present the Honor Code as a whole and the specific responsibilities of students to all the students in grade level assemblies
  - Discuss why cheating is bad and why students shouldn't cheat without sounding naive
- Have students sign an "honor code" at the beginning of the year
  - The first year, every student signs the form at the beginning of the year and new student sign it during registration
  - Following the first year, every student signs when they register

### **The Responsibilities of Teachers:**

- Present the Honor Code as a whole and the specific responsibilities of teachers to all the teachers in a staff meeting
- Hold all teachers responsible to a proctoring protocol that would include the following and be created by the teachers (or administrators):
  - Give different versions of a test to different students in each class and in each period
  - Distance testing students from other testing students
  - Actively proctor testing students
  - Make sure that the test questions are not accessible prior to the testing session
  - If the test is being administered on a computer, block all non-authorized webpages
  - Cell phones??
- Hold all teachers responsible for reporting every cheating incident to the administrators and following the disciplinary measures outlined in the student handbook

### **The Responsibilities of Administrators:**

- Present the Honor Code as a whole and the specific responsibilities of administrators to all the administrators
- Remind teachers of their professional responsibilities to follow this honor code as related to teacher evaluations

## WHHS LONG RANGE PLAN

Goals for 2012-2019

Revised May 17<sup>th</sup>, 2012

### Goals:

#### Curriculum

1. Maximize the value of a WHHS education for all graduating students.

##### **Disciplines and Grades**

A. Ensure equal opportunity for academic success by establishing high expectations in all levels of all courses. Departments will ensure that students in all classes understand the prerequisites for advance study.

B. Establish high standards for writing, reading comprehension, and speaking throughout the school.

C. Quantify success at all levels by using disaggregated data on predetermined groups of students (gender, ethnicity, seventh grade enrollment, etc.).

D. Enhance vertical teaming in each Department. Progression from elementary or introductory courses to advance courses should be clear to students.

##### **Students**

E. Encourage enrollment and commitment to AA and AP courses. Seventh grade students will be assessed by GPA standing for acceptance into the Honors Program and incoming eighth and ninth grade students will be assessed by GPA, teacher recommendations, and scores on the O.A.A. and the Walnut entrance test.

F. Infuse the practice of uniform study techniques (i.e. outlining, note taking, bibliography, research papers, etc.) throughout all subject areas.

G. Continue to require common semester exams for academic courses. Tests should clearly reflect WHHS standards and curriculum. Departments will review, analyze, and interpret results to improve teaching practices.

H. Provide seventh, eighth and ninth grade coordinated planning and instruction in grammar through the English and Latin Departments.

##### **Programs**

I. Maintain a Study Skills proficiency standard to determine which incoming students in grades 7-9 require additional preparation for achieving success. Expand the Study Skills program to include new students to the school in 8th and 9th grades. Document the value added of the students' pre- and post-tutoring services with data around student success.

J. Document articulation and alignment of curriculum within and across disciplinary departments.

K. Ensure that Fine Arts continues to be a quality component of a Walnut Hills liberal arts curriculum.

L. Investigate changing the grading system from a mid-line matrix format to a weighted, numeric average system.

2. In conjuncture with the Advanc-Ed goal, develop a consensus definition of a “classical education” for Walnut Hills High School. Once developed, use this definition to guide curriculum decisions.

3. Strive to increase the participation of all students with an average GPA in challenging courses (AA & AP). Target: Every student will be prepared and directed to take at least one AP course beginning with the graduating class of 2013. Ninth grade students will identify at least one AP target during the optioning process. All Departments will ensure that all students are prepared for rigorous course work prior to enrollment in AP courses. Along with the emphasis on AP and AA, ensure that all courses contain the challenge necessary for superior college preparation. Advise students in earlier grades to select courses that will increase the likelihood for success in demanding courses.

4. Continue to be the leading college preparatory school in the tri-state area by providing an Advance Placement program second to none in quality and variety of courses. Require all graduating students to successfully take at least one AP course. Continually monitor the existing program and explore new courses to meet the changing demands of higher education and the world. Require all AP students to take the nationally administered AP examinations in order to receive AP credit.

5. Investigate adding influential, impactful world-wide languages to the Foreign Language Department.

6. Research methods for expanding a STEM curriculum pathway.

7. Ensure computer sophistication throughout the curriculum. Investigate adding instruction in college appropriate computer sciences.

8. Utilize university partnerships to implement dual credit courses into the schedule to expand the range of student access to college credit prior to graduating from high school.

## **Teaching**

### **Relating to Students**

1. Research innovative and best practices to provide a greater array of pedagogical approaches and to better meet the needs of the 21<sup>st</sup> century student.
2. In accord with Advanc-Ed recommendations, integrate technology meaningfully and purposefully to advance the classical education mission, and provide teachers with equal access to technological resources appropriate to their discipline. Increase proficiency of students and staff in the use of state-of-the-art technologies providing tools and related training. Increase incorporation of technology in lessons to engage students in new ways.
3. Evaluate and set appropriate student work load. Ensure challenging and consistent course requirements so that all students are prepared for the next level of work.
4. Prepare students for success on standardized tests by incorporating test taking strategies and practice questions into the curriculum of all WHHS courses.

### **Departments**

5. Facilitate conversations throughout the departments regarding common course standards and their implications for the Walnut curriculum.
6. Utilize teacher mentoring. Walnut Hills High School, working through Administration and Department Chairs, will use mentoring to foster greater assistance for teacher improvement for seasoned and novice teachers, and will encourage teacher collaboration to share best practices. Investigate utilizing outside resources.
7. Improve teacher readiness to teach challenging curricula, such as AP and Honors courses, by supporting staff content area training.

### **School-wide Initiatives**

8. Promote a climate of full cycle assessment that honors critical reflection on disaggregated data analysis and provides a strong basis for shared decision making, goal attainment measurement, and that supports all segments of the school with clear evidence that informs key decisions.
9. Utilize parent/teacher conferences and other methods to ensure reflective three-way communication between teachers, parents, and students.
10. Strive for a greater racial balance on the faculty and gender balance in departments to be in line with the diversity of the student population and the mission of the school.
11. Increase cooperation and collaboration within and between departments.

## **Facilities Enhancement**

1. Provide resources to meet needs of the student body. In support of goals listed under Support Services, ensure adequate facilities for the future.
2. In conjunction with Advanc-Ed recommendations, install appropriate technology throughout the buildings to deliver the educational programs.
3. Maintain a plan for assessing buildings' maintenance and repair issues on a scheduled basis. Prioritize and monitor ongoing progress.
4. Continue to update Facilities Wish List with specific projects and costs.

## **Marketing**

1. Maintain a strategic, comprehensive recruiting program. Reach out to all qualified students throughout the greater Cincinnati area. This includes working closely with feeder schools to encourage students to attend Walnut Hills as well as advertising throughout the area to encourage non-CPS students to enroll. Attract qualified students that will maintain school enrollment at the level determined under Support Services goals.
2. Continue to expand the opportunities for recognizing and rewarding students, staff, and alumni for significant contributions leading to innovation and excellence in performance.
3. Increase "Stakeholder" Communications. Provide a Fall "State of the School" report from the Principal as well as a Spring newsletter concerning Advanc-Ed and Long Range Plan progress to all students, faculty, parents, alumni, CPS and administrative staff. Review achievements and solicit feedback for input to the ongoing planning process.

## **Support Services/Administration**

1. Define the role that technology plays in enhancing high quality "classical" instruction. Develop and implement a technology plan that identifies the needs of all teachers, based on the above definition, and provide staff development to support the process of increasing the use of technology in a "classical education" setting.
2. Identify and develop professional development opportunities addressing "Best Practices in Teaching" that support the mission and vision of the school and meets the needs of faculty, staff, and administration in helping students achieve excellence.

3. Develop a strategy that ensures all faculty members have a larger degree of input into the governance process so that all voices have a chance to be heard.
4. Ensure that the school's vision is actually guiding the teaching and learning process by looking at disaggregated data to determine if all students are learning at the same rate.
5. Survey recent WHHS graduates currently in college and assess the "added value" of a classical education program on student success after a Walnut Hills experience.
6. Explore ideal school/class size questions. Identify specific targets. Determine capacity of school for long range effectiveness. Address admission requirements with respect to future projections.
7. Expand tutoring and mentoring network.
8. Review all staff job descriptions to ensure accurate listing of objectives, including department knowledge, responsibility for forward thinking for productive impact, and procedures for evaluation.
9. Expand exit interviews to include all graduating students and retiring staff and faculty.
10. Investigate opportunities for collaboration with the Evanston neighborhood and the wider Cincinnati community.
11. Continuously seek to enhance our ability to connect students with the college of their choice through counselor and College Information Center (CIC) support.

## Proposed Conference Schedule, using 2016-17 Dates

Term	Dates	Midterm week	Event	During	Notes
Q1	08/17 – 10/14	09/12-16	Curriculum Night	08/29 – 09/01	1
Q1			Parent Conf. Night	09/26 – 09/29	2
Q2	10/17 – 12/16	11/14-18	Parent Conf. Night	10/31 – 11/03	3, 4
Q3	01/03 – 03/10	01/30-02/03	Parent Conf. Night	01/23 – 01/26	3
			AP Parent Fair	(Same night)	5
Q4	03/13 – 05/25	04/17-21	Parent Conf. Night	04/10 – 04/13	3

### Notes

1. Curriculum Night should be early in the year so parents can meet teachers and learn about their children’s courses as early as possible. This date is about 2 weeks into the year, to accommodate schedule changes.
2. First Parent Conference Night should be the week after Q1 Midterm grades, because many parents view the Q1 midterm grade as a wakeup call and are not really paying attention to PowerSchool before then
3. Other Parent Conference Nights can be scheduled during week 3 or 4 of the quarter. Teachers need to talk with parents about students whose work is slipping or not improving as needed, and those cases will be clear before the midterm grades are posted
4. Trying to avoid the week containing Election Day and/or Veterans Day holidays
5. AP Parent Fair should occur on Q3 Parent Conference Night to facilitate attendance and teacher staffing

## Walnut Hills High School Summer School ANALYSIS

QUESTIONS: What experience do we provide for students in summer school for students and is it the best, most Walnut Hills-like experience possible to ensure that they will success going forward?

So, using our LONG RANGE PLAN as a guide:

Under CURRICULUM

1. *Maximize the value of a WHHS education for all graduating students*

A. *Ensure equal opportunity for academic success by establishing high expectations in all levels of all courses.*

*then*

J. *Document articulation and alignment of curriculum within and across disciplinary departments.*

*later*

Under TEACHING

3. *Ensure challenging and consistent course requirements so that all students are prepared for the next level of work.*

*finally*

7. *Improve teacher readiness to teach challenging curricula...by supporting staff content area training.*

## QUESTIONS TO CONSIDER (“Do we” or “Should we” ...):

### Before Summer School begins

*Examine the budget (to hire subs as needed and pay for overloads)?*

*Hire the most qualified teachers (preferably WHHS teachers and certified teachers)?*

*Teach from a rigorous and challenging curriculum?*

*Require the assigned teacher to teach from this rigorous and challenging curriculum?*

## **During Summer School**

*Follow guidelines in the **Collective Bargaining Agreement** (hiring/prep time/subs)? [see pages 58 under CLASS SIZE LIMITS and 65 under SUMMER SCHOOL TEACHERS]*

*Utilize the rigorous curriculum (why do we sometimes use APEX and not more like AP?)?*

*In order for students to receive credit, ensure the days and weeks of summer school (20 days x 3 hours per class = 60 hours total) equate as closely as possible to a full year of schooling?*

## **After Summer School**

*Follow our own policies? [see COURSE GUIDE, page 9: “Students who fail one or two subjects will be required to attend summer school and attain a grade of C or better”]*

**(NOTE: Students can fail a course during the school year AND again in summer school and return to repeat the course for the third time the next school year AND students can earn F sem 1, F sem 2, D sem 3—summer school grade—and pass; according to the matrix: F, F, D = F)**

If our own policies are not followed, why are they not followed?

And if we are not going to follow the policies then why do we bother to have them?

Finally, why allow a student to fail a course twice and be able to return in the fall to take the course for a third time? Should our requirements be above this type of practice?

## **BOTTOM LINE**

Walnut Hills High School is guided by our Mission Statement and Long Range Plan and everything we do as an institution should reflect these high standards and expectations. If not, then is a diploma from Walnut Hills High School somehow cheapened?