

ILT MEETING
Minutes from March 15, 2017

Present: Barringer, S., Brandicourt, A., Brokamp, J., Cabrera, A., Caliguri, C., Daniels, S., Dillman, B., Ferrara, C., Forrester, A., Fox, D., Gibson, C., Gray, J., Kontsis, G., Lazar, J., LeBorgne, E., Ligon, T., Murphy, M., Nashid, W., Nims, A., Perdrix, M., Pogoni, S., Raymond-Goers, H., Restle, K., Ryan, B., Schneider, F., Sella, A., Sherman, M., Sweeney, B., Stewart J., Wolfe, D.

Meeting started at 2:45 p.m.

Due to a technology issues, this month's minutes includes the status of motions without vote count details.

Review and accept minutes from February

Minutes were distributed. Minutes approved, all in favor.

Special Order of Business: None

Old Business:

7th grade teaming report and proposal

Restle motioned to extend the 7th grade teaming pilot for another year with the intent to increase the number of teams by one, for a total of three teams, for 17-18. Discussion included the feasibility of scheduling the teams.

Motion passed.

Originator

Restle

Policies subcommittee report

Sweeney

a) Eligibility to Continue at Walnut Hills High School

Departments had considered the wording for Eligibility to Continue at Walnut Hills High School, particularly the statement: "Students who fail one or two subjects will be required to attend summer school and attain a grade of 'C' or better." Since the District considers passing to be "D" or above, Walnut Hills needs to award credit for summer school grades of "D" or above. Departments will send their suggested wording electronically to Sweeney for the subcommittee to consider. Next month the subcommittee will share it suggested wording for a vote. Chambers will compile and share summer school data, particularly the number of students earning a "C" or less.

b) Summer School curriculum

Motion made that all departments that offer summer school create their own standard curriculum for summer school. Motion seconded. Discussion included that the final assessment for summer school courses parallel the final exam in the course. Department chairs agreed to submit their summer school curricula to Chambers by Mary 31.

Motion passed.

c) Subcommittee recommendations to the handbook

Sweeney presented additional subcommittee recommendations (see attached). Discussion about the AP wording followed, specifically about the requirement that "students should schedule no more than 3AA and/or AP subjects in one year unless high academic achievement has been demonstrated ("A" average) and approval

by counselor has been obtained.” Cabrera verified that counselors consistently talk with students about the realities of a course load with many AP and AA courses. As these recommendations are new business, motion was made that department chairs take this wording back to their departments for consideration. Motion seconded.

Motion passed.

Adding Greek I and Greek II

Pogoni

Pogoni motioned to add Ancient Greek I and II to the WHHS Curriculum Guide (see attached proposal). Motion seconded. These courses would be open only to 9-12 graders and would partially fulfill the language requirement for graduation. A second year would be required in lieu of Latin IV. Discussion included clarification that the initial proposal was for Ancient Greek I and II to be allowed to fulfill the language requirement; the proposal was students could take these two years of Greece in lieu of the two year Modern World Language requirement. In doing so, some members expressed concern that students would miss the language and cultural benefits of taking a Modern World Language. Pogoni amended his motion that Ancient Greek I and II be added to the WHHS Curriculum Guide in 17-18 as a Classic elective. Motion seconded.

Motion passed.

Academic Honesty

Sella

Sella presented the Student Honor Code and the definitions of cheating/plagiarism developed by Student Congress (see attached). Discussion included the fact that any disciplinary action taken by an administrator must be logged in “Discipline” in PowerSchool. Department chairs agreed to take the proposed Student Honor Code and definitions to the departments for consideration. No vote was taken.

Conference Nights 17-18

LeBorgne

LeBorgne motioned to accept the proposed dates for 17-18: Curriculum Night: August 31, 2017; Conference Night for Quarter 1: September 26, 2017; for Quarter 2: November 1, 2017; for Quarter 3 and AP Fair: January 22, 2018; for Quarter 4: April 12, 2018. Motion seconded.

Motion passed.

Add an artistic director

LeBorgne

LeBorgne motioned to allow a Fine Arts teacher .4 release time in order to do the job of Artistic Director. The teacher would continue to be paid as an FTE. CPS would hire a teacher for the two classes that are given up. Brokamp said that Walnut Hills would hire the teacher. LeBorgne amended his motion. Amendment seconded. Department chairs shared their department’s feedback about the proposal. Discussion included additional clarification about the role and need of the Artistic Director and concerns for using a portion of an FTE with overloading in other departments. LeBorgne stated that he intends to continue to work with the district towards the goal of having the Artistic Director position be funded as an administrative position as is the case at SCPA.

Motion passed.

Set a hard date on students entering a class at the beginning of each semester **LeBorgne**

LeBorgne shared information that some members of the Fine Arts department have had students enter courses late in the semester. Chambers clarified some instances when this situation may be necessary, specifically with transfer students who need the course for a graduation requirement. No vote, point of discussion.

Request to even out number of students in study halls, particularly 4th bell **LeBorgne**

LeBorgne explained some of the challenges involved in having heavy 4th bell study halls, especially in large music rooms with many students. Barringer shared the difficulties in the library with students having access to the library resources and computers; she regularly has to turn away students during 4th bell. Chambers stated that course scheduling for next year with this problem in mind will help mitigate the problems. No vote, point of discussion.

New Business

Originator

a) Request to get copy for the ILT of the budget as approved by the LSDMC **Smith**

Brokamp will send a baseline line-item budget for 16-17 to the entire faculty.

b) Request for copy of the proposed 17-18 budget.

Brokamp will send a baseline line-item budget for 17-18 to the entire faculty.

Reexamine study hall in the classrooms

Sweeney

Wolfe brought up the idea that the ILT reexamine the idea of having study halls in the classrooms due to the impact on traveling teacher schedules, room utilization and staffing. Stewart said that he would be working on room assignments for traveling teachers. Wolfe suggested that department chairs discuss this topic with their departments. No vote, point of discussion.

Meeting adjourned at 4:35 p.m.

Sub-Committee Recommendations to the INFORMATION HANDBOOK

Page 8: Under “Advanced Placement Program (AP)”

CURRENT WORDING:

Students should schedule not more than 3 AA and/or AP subjects in one year unless high academic achievement has been demonstrated (“A” average) and approval by counselor has been obtained. Students who begin AA/AP courses are expected to remain in the class for the entire year.

NEW WORDING RECOMMENDED: Drop the requirements altogether

RATIONALE: Those two requirements are not currently being followed

Page 8: Under “AP Exam Preparation”

CURRENT WORDING:

Students scheduled to take an AP exam are expected to miss classes the half day of school prior to the exam in order to prepare for the test. Students are expected to be at home during this time.

NEW WORDING:

Students scheduled to take an AP exam are eligible to miss classes the half day of school prior to the exam in order to prepare for the test if they fill out the Early Dismissal/Late Arrival Form, get required parent signature and turn it in by the deadline printed on appropriate form.

RATIONALE: Adds clarification and supports the new AP attendance policy

Page 17: Under “Dismissal”

CURRENT WORDING:

Students must leave the campus at 2:45 p.m. when not in an authorized activity. Students who remain on campus past dismissal must be involved in an authorized activity, and no student is to be on campus without adult supervision. In the event a parent is delayed picking up his or her student, the student must wait in the cafeteria [or MULTI-PURPOSE ROOM?] study area. Failure to adhere to this policy may result in student’s inability to stay after school.

[NOTE: “Collective Bargaining Agreement” addresses *Pupils in the Building* on page 57: “Teachers who hold after school activities are expected to remain with students until they have secured a way home or until their next activity.”]

QUESTIONS ABOUT CURRENT WORDING:

1. Do students know what constitutes an “authorized activity”?
2. What about students on campus “without adult supervision”—why no current consequences?
3. How many students daily are reprimanded for “failing to adhere to this policy” and result in their inability to stay after school?

PROPOSAL:

Make a conscious effort to announce to students and parents whenever and as often as possible at the beginning of the year AND then enforce our stated policies: **1.** Students are expected to leave campus by 2:45; **2.** If a student chooses to stay for an authorized activity supervised by an adult, then he must leave at 3:30 or when that activity is over—transportation arrangements need to be made ahead of time; and **3.** There is absolutely no loitering on campus after such authorized activities are over—enforce so a student will not have the “ability to stay after school” as stated in the HANDBOOK. Have all staff help with enforcement: Tell staff, if you find a student roaming the halls after 3:40(?) take his name and submit to administration for discipline. Another thought would be to treat 2:40-3:30 as an 8th bell and enforce normal school day rules, including once a student goes to a place, the student stays until 3:30 then there is school wide dismissal at 3:30—again, put the word out and then consistently enforce.

NEW WORDING: To be determined...

Page 18: Under “Extra-Curricular and Athletics”

ADD: (after the third paragraph) *A sentence clarifying whatever the OSHAA requirements are regarding Digital/Virtual athletes on campus*

RATIONALE: Teachers have had several encounters with these athletes during the school day with little explanation of who they are and why they are on our campus—teachers need clarification

Ancient Greek Proposal

Add to the WHHS Curriculum courses in Ancient Greek I & II, open only to 9-12 graders, which would partially fulfill the language requirement for graduation. (A second year would be required in lieu of Latin IV)

Description:

Ancient Greek I will emphasize ancient Greek grammar and syntax, vocabulary, pronunciation, culture and English vocabulary derived from Greek. The focus will be on preparing students to read simple Greek passages. (no prerequisites; Latin is recommended)

Ancient Greek II will continue with an emphasis on more advanced constructions of ancient Greek grammar, syntax and vocabulary. Students will continue to learn about ancient Greek culture and English vocabulary derived from Greek. The focus will be on preparing students to read more complex Greek passages. (prerequisite: Greek I)

What is Classics? (from the University of Oxford)

Classics is the study of the languages, culture, history and thought of the civilisations of ancient Greece and Rome. It is one of the most varied and interdisciplinary of all subjects.

Featuring a wide range of options, Classics offers the opportunity to study literature (epic, drama, historical writing, and much else), the history and archaeology of the Greek and Roman Mediterranean, philosophy (both ancient and modern), and linguistics.

Whether you want to learn languages, read literature, explore the effect of the past on the present, or learn to apply science to arts, Classics has something for everyone. The study of Classics requires students to develop the analytical skills needed to understand ancient languages and engage in disciplines such as linguistics and textual criticism. The subject's involvement with a range of disciplines such as history, philosophy and art criticism, makes it constantly fresh and challenging and encourages mental versatility.

Considerations for Classical Languages (Ohio Department of Education)

[Ancient Greek is considered a World Language by the state of Ohio.]

Proficiency Targets

Reading and understanding written messages of the ancient world are key goals for students of Latin and Greek. Oral interpretation, writing and recitation are also important communicative elements in a well-balanced classical language program. Additionally, a social-cultural-historical emphasis may also be an important curricular goal in the classical language classroom. To a lesser extent, the oral use of the language can be employed to build student interest and heighten understanding of and appreciation for the languages and their cultures, but generally interpersonal communication is not a major goal in the classical language classroom. The importance of the three modes of communication for classical language is evidenced in the following standards found in the "Standards for Classical Languages" of the national *Standards for Foreign Language Learning in the 21st Century* (1999):

- Students read, understand and interpret Latin or Greek.
- Students use orally, listen to, and write Latin or Greek as part of the language learning process. Assessments in the classical languages focus most heavily on the interpretive domain. To a lesser degree, items that tap into the presentational and interpersonal domains also will be in evidence.

Ancient Greek is under the aegis of ACTFL (American Council on the Teaching of Foreign Languages)

Boston Latin offers both Greek I & II

Classics

- [Classics](#)
- [Faculty and Staff](#)
- [News](#)
- [AP Latin](#)
- [Greek 1](#)
- [Greek 2](#)
- [Latin MS 7](#)
- [Latin MS 8](#)
- [Latin 1](#)
- [Latin 2](#)
- [Latin 3](#)
- [Latin 4](#)
- [Latin 5](#)
- [Poetry](#)
- [Latin Prose](#)
- [The Myth Tradition](#)

The Classics program at Boston Latin School situates young people in the ancient Greek and Roman tradition of human ideals. It uses the languages, literature, and art of that civilization to promote, in the present one, these virtues: to restrain one's impulse to self-interest, to live and treat others with dignity, and to participate responsibly in civic life. Through careful study of excellent thought, speech, and deed from that ancient world, our students will acquire ways to understand themselves as human beings, make sense of the present, and conceive of a worthwhile future.

[Greek I](#) is a one-year elective introductory course in reading Greek for students of Class I and II. Readings consist of ancient authors in order to encourage reading skills while learning about Greek history and culture. Texts include, but are not limited to, the Dialogues of Plato, the comedies of Aristophanes, the Odyssey of Homer, and the Histories of Herodotus. Other readings, as well as film and the internet, will examine Greek art, archaeology, and politics in the ancient world. Field trips may include plays and performance, special exhibits, and lectures. Students are expected to take the National Attic Greek I Exam (NGE) in the spring; and will have the option to elect Greek II for the following fall. The text for the class will be: Reading Greek, 2nd Edition, Cambridge University Press, 2007

Summit Country Day (from the Signature Latin Program)

All sixth graders are required to take Introduction to Latin. Students who choose to continue in Latin enjoy a classroom curriculum that goes from Latin 1 to AP Latin and even [Honors Ancient Greek](#).

Student Honor Code

As a student and a member of the Walnut Hills Community, I promise not to lie, cheat, or steal, and to uphold academic and personal honesty and integrity. I understand that if I violate the Honor Code, I will be disciplined according to school policy.

Definition of terms: (covered in other doc)

Lying:

Cheating:

Stealing:

Consequences for an Honor Code Violation:

Current Definition of Cheating as stated in the Student Handbook with suggested edits in bold and highlight

Academic Honesty/Cheating/Plagiarism

It is essential that Walnut students embrace honesty and integrity in all academic endeavors. The school motto, *Sursum ad Summum* (Rise to the Highest), suggests respect for the academic work and ideas of others. There is no tolerance for cheating or plagiarism of any kind at Walnut Hills.

As stated in this handbook under Cheating/Plagiarism, and CPS District Wide Code of Conduct: "A student must not use, submit or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher. These are examples of acts of cheating/plagiarism: any inappropriate copying, literary theft, falsification, counterfeiting, piracy, fraud, or unsupervised possession of any federal, state or district mandated test(s). Plagiarism includes, but is not limited to, copying word for word from references such as books, magazines, research materials or the internet." Any technology or other resources that a student accesses during a test which is not authorized is considered cheating.

In order for an act to be considered a violation of the Academic Honesty policy it must be committed knowingly. All violations will be determined to either be a Level 1 or a Level 2 violation by the teacher and administrators.

Level 2 violation of the Academic Honesty policy

Level 2 violations must be significant violation of the Academic Honesty policy. This includes but is not limited to: sharing or receiving help on any test, exam, or other form of assessment; plagiarism or false citation on a paper; the use of false data in labs or academic papers; and any major Level 1 violation. A Level 2 violation will result in a "0" for the assignment with no opportunity for make up. In addition, the parent will be contacted and the student will be reported to the administration for cheating. This report will go on the student's discipline log. For a second offense, in-school suspension will be assigned. Further incidents will result in progressively longer suspensions.

Level 1 violations of the Academic Honesty policy

Level 1 violations are non-significant violation of the Academic Honesty policy. This includes but is not limited to: isolated copying of homework and cheating on a minor quiz. Level 1 violations will result in a "0" for the assignment with no opportunity for make up. In addition, the parent will be contacted and the student will be reported to the administration for cheating. This report will go on the Teacher Log, rather than the discipline log. For a second offense, a "0" for the assignment will be assigned with no opportunity for make up. In addition, the parent will be contacted and the student will be reported to the administration. This report will be logged in the Discipline Log, and the first Level 1 violation report will be transferred to the Discipline Log as well. For a third offense, the consequences will be equal to a second offense for significant violation. The

student will receive an in-school suspension and the report to the administration will go on the student's discipline log. Further incidents will result in progressively longer suspensions.

All students are responsible to know and understand the Honor Code, what constitutes an act of cheating/plagiarism, and what the consequences are for academic dishonesty.

***the bold highlighted parts are suggested additions to the current definition of cheating that is in the student handbook.**