

Harvey Public Schools District 152

Mission Statement

Striving toward excellence to develop students to fulfill their roles as responsible citizens in a global Society.

Vision Statement

The District will provide the students with an enriched and integrated curriculum with instructional experiences to promote 21st Century skills that include inquiry, skillful decision-making, effective communication, multicultural appreciation, academic success and the joy of learning.

Board Officers

Linda Hawkins
Vice President

Casey Nesbit
Secretary



Janet Rogers

From the Board President

As the president of Harvey School District 152 Board of Education I would like to give my sincerest thank you to the community, administration, teachers, staff, and parents for your collaborative efforts at ensuring that the students in our district made a safe return to class this fall.

We are gearing up for what we anticipate will be a great school year. We recognize that in order for the students to reach their fullest potential academically and socially the adults in their lives must continue to work together. WE ARE HARVEY, and together we can make a difference.

The members of the board of education and I continue to maintain a laser-like focus on providing the students with the resources needed to have positive experiences in the school setting. We are thrilled to share that although we recognize the need for state officials to make good on financial obligations to all school districts across the state of Illinois, we continue to make investments in the children of Harvey by providing programming options

that are innovative and of great interest to all students. Our goal is to make continuous improvement as it relates to student learning.

The Harvey School District 152 board of education continues to serve as the lead learners within the organization. This is demonstrated by our commitment to staying informed by participating in board training sessions hosted by various associations; to include the Illinois Association of School Boards.

Information gained from each session has served the district well. For example, much like in the previous years, Illinois school districts have experienced financial challenges. However, despite these obstacles, District 152 has been able to maintain its positive financial standing through collaboration and communication between all stakeholders.

In closing, please join me in welcoming Mr. John Thomas to the position of Superintendent of Schools for the district. Mr. Thomas comes to our district with a wide variety of administrative experiences. We are looking forward to a safe and highly productive school year.

Board of Education



Linda Hawkins



Casey Nesbit



Felicia Johnson



Gloria Johnson



Myra Gardner



Tyrone Rogers

District Administrative Office Staff

Mr. John Thomas
Superintendent

Dr. Matthew Wilkinson
Business Manager/CSBO

Dr. Quintella Bounds
Director of Special Services

Ms. Dana Nichols
*Director of Teaching and
Learning*

Mr. Chuck Givens
*Interim Director of Buildings
and Grounds*

Ms. Vera Liddell
Food Service Director

Ms. Gabriele Delgado
Bilingual Director

District 152 Personnel

Mrs. Jillian Davis, Principal
Riley Pre-K

Ms. Iretha Brown, Principal
Maya Angelou

Ms. Doelynn Strong, Principal
Holmes

Ms. Roxie Thomas, Principal
Whittier

Mr. Frank Kuzniewski, Principal
Brooks Middle School

Mr. Durrell Anderson, Principal
Bryant



From the Superintendent of Schools

Mr. John Thomas

Welcome to the 2018-2019 school year. As the new Superintendent of Schools for Harvey School District 152, I am extremely privileged and grateful to be a part of such a wonderful school district with a rich history of pride and excellence – thanks to the successful partnerships between our students, staff, parents and community. Together with the staff, I look forward to continuing the important work of giving our students an education that develops their academic, social and civic strengths.

Last school year, Harvey School District 152 experienced many important milestones and successes including a healthy district budget rating, the roll out of a more robust website, and a successful 6th grade consolidation.

During the 2018-2019 school year, the District 152

team will be collaborating and working vigorously to achieve success for all students. Our teachers will actively participate in professional development throughout the school year as well as implement more effective instructional strategies. They will establish a data analysis process to more effectively target and differentiate lesson plans for diverse learners. In addition, we will work to improve student achievement and engagement with thorough and consistent assessments through weekly administrative walk-throughs.

I am excited about the opportunities to move District 152 forward by effectively communicating, respectfully challenging the status quo and collaborating to continue our rich history. But, we must do it together. Parents and community members can provide very meaningful support by joining and volunteer-

ing with the Parent Teacher Organization (PTO) as well as showing students our care for them through the attendance of school events. It is without question that if we all work together, there is a greater likelihood of academic success and achievement for our students.

I hope you share in my excitement for the upcoming school year and all of the things we will accomplish and learn – together. I look forward to meeting our students, staff, parents and members of the community.

If you have any questions, concerns or suggestions, please contact me or our administrative team at (708) 333-0300.

With gratitude,

John F. Thomas,
Superintendent of Schools

From the Office of Teaching and Learning

Harvey School District 152 is committed to providing our students with a quality education and a strong supportive academic community designed to maximize each child's full potential. As learning standards have become more challenging, students will need to acquire mastery of rigorous core content material and demonstrate higher performance levels in English Language Arts (ELA) and Mathematics. To ensure mastery of the Illinois Learning Standards and high school readiness, Harvey School District recently partnered with South Cook ISC4 to develop a new ELA curriculum for grades K-8.

Our efforts rest upon fostering innovative ways that will challenge educators to teach and lead with an expanded repertoire of skills focused on rigor and relevance. The curriculum development process occurred in three phases, beginning last school year. Phase I consisted of an in-depth audit comparing district literacy materials and resources to the Common Core Standards. Phase II consisted of a needs assessment and literacy walkthroughs of classrooms throughout the district to gain information about instructional processes and curriculum expectations. Phase III entailed con-

vening a district-wide ELA Curriculum Committee inclusive of administrators and teachers at various grade levels to develop the new ELA Curriculum Guides.

The new ELA Curriculum Guides include the following components: Instructional units and aligned resources and materials. Common unit assessments, Grade level academic vocabulary lists. It also includes on demand writing activities, Instructional support for English Learners and Special Education students

Teachers will begin using the new ELA Curriculum Guides beginning the 2018-2019 school year.

What's New in Harvey School District 152

Stem Lab at Brooks Middle School

We're excited about providing our students with engaging, 21st century learning opportunities. The construction for two new Science, Technology, Engineering and Math (STEM) labs was completed this summer at Brooks Middle School. All 6th-8th grade students will complete a full semester of coursework in the STEM labs, beginning with the 2018-2019 school year. The curriculum for the STEM labs is inquiry-based and emphasizes logical, mathematical, experimental and scientific thinking.

The learning experiences focus on the application of critical thinking skills to solve real world problems in STEM related fields. These topics relate to students everyday lives, thereby arousing their curiosity and increasing their motivation to learn math and science. Engagement in the lab emphasizes the integration of STEM learning experiences with Communications and Digital Media Arts skills. The STEM labs provide a multi-sensory, engaged learn-

ing environment designed to energize and transform student-learning experiences. Students can go as far as their entrepreneurial spirits and resourcefulness will take them!

The district will make the STEM Labs available for public viewing during our grand opening. For information on the Grand Opening of the Stem Labs at Brooks Middle School please visit our website at www.harvey125.org or like us on Facebook.

Closing of Sandburg School

Near the end of the 2017-2018 academic year, the district closed Sandburg School. While we recognize the importance of our neighborhood schools, the board of education and administration also remains committed to making the most effective use of the district's financial resources.

After a careful examination of the condition of the district's facilities, district officials determined that it would be much more cost prohibitive to invest in the students by addressing capital project related assignments in schools that were in much better condi-

tion. As a result, this fall the students that were enrolled in Sandburg School made a smooth transition to two other schools in the district. We appreciate all of the community support received during our very important decision making processes.

Summer Professional Development Bootcamp

This summer we hosted our 1st Annual Professional Development Bootcamp for staff members. The Boot Camp consisted of several workshops focused on reading and math instructional strategies, data analysis for improving instruction, practical applications of technological tools and resources, and co-teaching strategies.

Research has shown teacher quality and school leadership to be the most important school-related factors in raising student achievement. This requires quality teachers in every classroom and strong leadership in every school. The Boot Camp aimed to strengthen this effort by providing the necessary support for staff members to improve instruction and strengthen their professional capacity.

We are committed to reaching high standards and providing well rounded educational opportunities for students to acquire the necessary skills to successfully engage in the 21st century. Powerful professional development is vital to transform our schools into strong, supportive academic communities, where each child's full potential is maximized!



From the Office of Special Services

The Office of Special Services is committed to fulfilling the mission of providing students identified with disabilities a free appropriate public education (FAPE) in their least restrictive environment (LRE) to develop their roles in becoming responsible citizens in our Global Society. In an effort to accomplish this goal identified students in the district receive what is referred to as an Individualized Education Plan (IEP).

What is an Individualized Education Plan (IEP)

The Individuals with Disability Education Act (IDEA) mandates that once a student meets the criteria to receive special education and related services, an Individualized Education Plan (IEP) be developed. *An IEP is a written statement of the educational program designed to meet the student with disabilities need and is developed by the IEP team.* The IEP includes a detailed description of what will be done to

give the student extra support. The IEP will change based on the student's needs, it is like a road map showing where the student is and where he/she is going.

IEP Team Members

The following individual's make-up the required members of the IEP:

- Parent(s)/guardian;
- Student (if appropriate);
- General education teacher;
- Special education teacher;
- School administrator;
- Evaluation personnel (e.g. school psychologist); and
- Other with knowledge or special expertise about the student (social worker, speech/language pathologist, and/or nurse)

Opportunities for Growth

Over the summer months the Office of Special Services sponsored evidence-based training in effective co-teaching models, social emotional learning, and trauma informed practices. To ensure the parents and educators in HSD152 are professionally equipped to support students identified with disabilities on current research-based strategies the Office of Special Services will *host monthly roundtables* on the *third Wednesday of each month*. Information for upcoming roundtables is available on the District website at <http://www.harvey152.org/SpecialServices.aspx> or you are welcome to contact the Office of Special Services at 708-333-0300 ext. 23.

From the Office of Bilingual Education

English Language Learners

Harvey Public Schools District 152 is committed to our work centered on district-wide plans to further promote best instructional practices for English Learners. The program leadership is working in collaboration with all stakeholders to; set rigorous expectations; have a standards aligned to curriculum, instruction, and assessment; and emphasize consistent monitoring of student progress and teacher instruction for our English Language Learners (EL).

Parental involvement is key to student progress and all efforts will be made to involve EL parents in the schools with the Parent Bilingual Advisory Committee as well as through the implementation of a Literacy Program for our bilingual parents. The goal is for our teachers and staff to help parents implement strategies in the home setting for the purpose of increasing the likelihood that our EL students experience success at school and ultimately in life. Harvey School District 152 offers two types of programming options for our EL students and a description of the programs is as follows:

TBE (Transitional Bilingual Education):

The Transitional Bilingual Education (TBE) program is designed to provide native language instruction to students who qualify for appropriate services. These services are offered in grades PreK-8 and may consist of bilingual instruction in native language and English or only ESL classes with language support based on students' needs as determined by the WIDA screener or ACCESS test results. Students participating in a TBE program may receive support in the areas of reading, math, social studies, and science as determined by student's level of language proficiency and academic needs (services determined by Full-Time vs. Part-Time status criteria). Services are provided by an ESL/Bilingual teacher in a self-contained classroom or with push in/pull out ESL and/or Native Language instruction (services determined by Full-Time vs. Part-Time status criteria).

TPI (Transitional Program of Instruction):

The Transitional Program of Instruction program is for students whose first language is a language other than English and who have difficulty with written or spoken English. The program provides support to assist the acquisition of English and succeed in academic subjects. Students in the TPI program receive English language support based upon scores in the World –class Instructional Design and Assessment (WIDA MODEL), and the WIDA Screener/ACCESS (Assessing Comprehension and Communication in English State to state) proficiency tests, benchmark assessments, guided reading levels, writing ability, previous and current grade level in all subject areas, teacher recommendation and any other information available to the school regarding the student's level of literacy in his/her home language.

Parents Count

As we all gear up for the start of another great school year, the board of education and district personnel are excited about our continued partnership with the community and parents/guardians. It is important to recognize that each school in Harvey School District 152 has identified specific goals to be obtained by the students. The goals have been established at a district, school and individual student level.

In an effort to support your child in improving student performance, it remains imperative that parents take a proactive approach as it relates to initiating very important conversations with your child's teachers. Some parents may be a bit reluctant to do so, out of a fear not being 100% confident regarding the types of questions that they should ask of the teacher.

In an effort to support you in this area, we offer to you what is referred to as The Top Five Questions for Engaging in Critical Conversations with Your Child's Teacher. ■.....➤

The Top Five Questions for Engaging in Critical Conversations with Your Child's Teacher

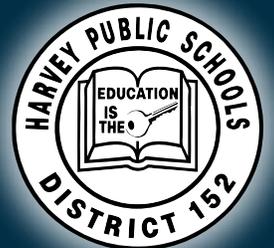
1. What is my child expected to know and be able to do by the end of the school year?
2. How does the school/district monitor my child's progress toward reaching his/her goals?
3. What happens if my child were to show little to no growth in a particular area?
4. Are there any enrichment opportunities for my child that will help to further develop his/her strengths?
5. What can I do within the home-setting to help my child experience in the goal areas that have been identified?

Around the District



Being able to ask and then receiving an appropriate response to the Top Five Questions increases the likelihood that your child will reach the goals that have been established.

Author, Dr. Sonya Whitaker



Harvey Public Schools District 152

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- Parade Line up @ 9am
- Kickoff at 10am
- Fun Fest 11am-3pm
- Route: 154th and Ashland to Bryant School 14741 Main St Harvey, IL

We are looking for Vendors and CLEAN performers to be a part of this event.

Call Ms. Bolton at
708-333-0300, x. 13
for more information

SATURDAY, SEPTEMBER 15, 2018