

The Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday evening, June 26, 2008, in the Board Room of the high school.

**Call to Order** President Jacques A Conway, called the meeting to order at 7:31 p.m. A roll call indicated that the following members were present: John C. Allen, IV, Jacques A. Conway, Valerie J. Fisher, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John P. Rigas. Also present were: Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Jack Lanenga, Assistant Superintendent of Operations; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Cheryl L. Witham, Chief Financial Officer; Don Vogel, Interim Principal; James Paul Hunter, Faculty Senate Executive Committee Chair; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

**Visitors** The Board of Education welcomed the following visitors: Joe Kostal, Daphne LeCesne; Tia Marr, O.P.R.F.H.S. faculty members; Julie Fluentes, OPRFHS Counselor; Janel Bishop, O.P.R.F.H.S. Dean; Dr. Carl Spight, O.P.R.F.H.S. Institutional Researcher; Patt Cheney, O.P.R.F.H.S. Staff Member; Mike Gibbs, president of Boosters and Fred Valentini, president-elect of Boosters; Lisa Moss, Janet Schiffman, Dale Clarke, Sandy Morrow, Kathy Chapman, and Terri Rice for participation on the Post Prom Planning Committee; Barbara Nelson, PTO president; G. Smith, Edye, Darryl, and Kai Hughes, Serena Elvery, Donna Morris, Dave Moss, Robin Jia, parents, community members, and students; Terry Dean, *Wednesday Journal*; and Bridget Kennedy of the Oak Leaves.

**Changes to the Agenda** Board of Education members made no changes to the agenda format.

**Recognitions:** The Board of Education members recognized the following students and parents:

- Robin Jia, for placing First in Illinois in the 2008 American Mathematics Contest sponsored by the Mathematical Association of America;
- Candice Burton, for receiving a Gold Medal for Humanities/Original Essay at the Chicago NAACP ACT-SO Competition;
- Serena Elvery for receiving a Silver Medal for Playwriting at the Chicago NAACP ACT-SO Competition;

- Breanna Smith for receiving a Bronze Medal for Music Instrumental/Classical and a Silver Medal for Music Instrumental Contemporary at the Chicago NAACP ACT-SO Competition;
- Eli Hudson for receiving a Gold Medal for Music Instrumental Contemporary at the Chicago NAACP ACT-SO Competition;
- Volunteer of the Year Award Recipients Lisa Moss, Janet Schiffman, Dale Clarke, Sandy Morrow, Kathy Chapman, and Terri Rice for participation on the Post Prom Planning Committee; and
- Volunteer of the Year Award Recipient Barbara Nelson, PTO president, for PTO's enthusiastic and financially meaningful support of the Post Prom Event.

Ms. Daphne LeCesne and Patt Cheney were also acknowledged for their work as sponsors to the ACTSO organization.

**FOIA Requests** Mr. Conway reported that there were no FOIA requests.

**Visitor Comments** No public comments were received.

**Board Member Comments** Ms. Patchak-Layman asked the protocol to be used when the Board of Education members receive an email inquiry. Recently, the Board of Education members received an email regarding a health education textbook and one regarding hiring a staff position. She asked if they would be introduced at the Board of Education meeting so that the members can direct the staff. Dr. Millard stated that she acknowledge receipt of the letter to its author and inform him/her to whom she has referred the inquiry. Usually it is Ms. Kalmerton, but in the case of text textbook, because it had been approved, she referred it to Ms. Hill. Mr. Prale was scheduled to have a conversation with both Summer School Director Dale Craft and Jerry Colquhoun the following day.

Dr. Millard thanked Mr. Vogel for his service this year as the interim principal. He was very helpful to Dr. Weninger in this transitional year and she was happy he was continuing at the high school.

**Certification of June Graduates** Mr. Rigas moved to certify the 731 graduates of the Class of 2008 (attached to and made a part of the minutes of this meeting); seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

Ms. Patchak-Layman asked about non-graduates. Will they graduate at the end of summer or next year? Had they left the District? Did they drop out? Mr. Vogel responded that the answer was all of the above. Students attending summer school could graduate at the end of the summer session and some could return next year for a fifth

year. If a student were significantly short of the credits for graduation, he/she may choose to drop out. Ms. Patchak-Layman asked if the number was similar to last year. Mr. Vogel will provide that information.

**Reports on  
FREE, MUREE,  
HARBOR, and  
Ombudsman**

While the report on the alternative schools was written by now retired Assistant Principal, Richard Perna, Janel Bishop was available to try and answer the Board of Education's questions about the information. Mr. Conway noted that he would supply Ms. Bishop with a list of questions at another time. Discussion ensued.

Q: What is the difference between students recommended as "pilot" students for HARBOR Academy and those assigned because they received expulsions held in abeyance?

A: The PSS Team recommends "pilot students" because while they do not have discipline issues, the Team feels these students may be more comfortable in this type of school setting.

Q: Is there a difference in the GPAs?

A: That is unknown.

Q: Are students withdrawn from the OPRFHS campus for academic reasons? When they are withdrawn from HARBOR, where do they go?

A: If a student is attending HARBOR because of an expulsion held in abeyance, the student cannot return to the OPRFHS campus until the expulsion has been satisfied.

Q: What is the level of satisfaction in those two groups?

A: Most students experience success at HARBOR. A few of the expelled-held-in-abeyance students return to the OPRFHS campus and later ask to be reassigned to HARBOR because they were more successful there. The District is satisfied with this facility, even though the rigor is not the same as OPRFHS's.

Q: Are there conversations about making adjustments in the number of students served or providing a better quality education?

A: Discussion of these opportunities will occur when Esther Lieber, director of HARBOR, presents to the District Leadership Team. Ms. Patchak-Layman added that West 40 has discussed educational excellence and quality, and it will begin to look more closely at the data in the coming year, e.g. programs offered, etc.

Q: How many students attended HARBOR this past year? Is the graph presented representative of second semester only?

A: Mr. Perna will be contacted about that information.

Board of Education members reiterated a request to provide a key as to what number represents which ethnicity.

Board of Education members wanted to know what the school does to determine the effect HARBOR has had on the students, e.g., what is their experience before and after they attend?

Q: How does the school meet the five-hour criteria for student attendance, when Ombudsman is only a three-hour session?

A: The five-hour rule applies to schools, not students. Previously, the North Central Association established the number of units it would take to make a Carnegie unit. The District will review this more closely.

Mr. Conway noted his appreciation of the inclusion of student surveys of the FREE and MURREE Programs in this report.

Q: What is the recidivism rate in MURREE and FREE?

A: This was not tracked this year.

Q: How many students were picked up by the PSS Teams?

A: This was not consistently tracked this year.

Q: What other services were given to students who participate in the FREE and MURREE Programs?

A: The high school does not track such pieces as anger management counseling, etc. Mr. Conway stated that if the school can correct student behavior, student academics would improve.

Q: Could Skyward track this data?

A: While it has not been done in the past, many fields could be used to track this data.

Q: Are behavior contracts a requirement of all students involved in FREE and MURREE?

A: Ms. Bishop was unaware of the answer to that question.

Q: Is anything special provided to those students who have behavior contracts in FREE and MURREE?

A: All students are followed in the same manner; it is irrelevant if they do or do not have behavioral contracts.

Mr. Conway wanted to go on record as saying that behavioral contracts should be eliminated; they have no “bite” and the District is not following through on them. Mr. Vogel stated that there are plans to change the word “Contract” to “Memo of Agreement,” as the parent and student are responsible for the counseling piece, etc. The Memo of Agreement would be a summary of the agreement; it would not be a contract.

Q: Is academic assistance a part of these programs?

A: While tutors and teachers do discuss grades, it was unclear as to the extent. This is a goal of next year, however. The sponsors of the clubs are as follows:

FREE: Detective Shatonya Harris

Spec. Ed. Aide Etta Coker-Martin

MUREE: School Resource Officer Eric Locke

Safety and Support Team Member Andre Moore

Q: Are the students spending 75 percent of the time on the basketball court, as the report seemed to indicate?

A: The students play basketball after every meeting. Mr. Rigas stated that because these students seemed to like basketball, they should be encouraged to participate in intramural basketball.

Q: How does the District connect the students in this program to other clubs, classes, intramurals, etc.? How is the relationship expanded?

A: Students are encouraged to participate in other activities. The issue of the sponsors getting the student grades is complicated by the fact that they do not work in the school. The sponsors also work on problem solving, conflict resolution skills, etc.

Mr. Conway felt the students’ responses about their interaction with adults in the programs were outstanding. Students reach out to the counselors, i.e., Etta Cooker Martin, an OPRFHS aide. Ms. Patchak-Layman added that by looking at others, e.g., teacher aides, support staff, etc., the school might be able to expand the number of adults available to students. Dr. Weninger noted that this particular set of programs needed clear goals, accountability, structure, and then assessment.

Q: Is the percentage of students in need being met by the program?

A: It is necessary to know if the program is accomplishing the goals set before it is expanded.

Q: What would the ideal number of students in this program be if it were decided that the program was worthy?

A: The sponsors do not want any more than twelve (12) to fifteen (15) students in each group.

Q: Is that 5 percent of the need or 75 percent of the need?

A: The administration was unsure of the percentage of need. Dr. Spight suggested that the demand side could be estimated by the number of African-American males and females in the discipline system. Eighty (80) African-American females have one or more suspensions in 2007-08. The mean number was about two (2), which means there is a good chance that about forty (40) have recidivism patterns of two or more suspensions. He assumed they could be candidates for the FREE Program. There are about 100 African-American males with one or more suspensions and the mean number was again about two (2), therefore about fifty (50) males have recidivism patterns of two or more suspensions. He assumed a program like MURREE could help this group. These students have not been historically addressed. Mr. Vogel responded that the highest number of infractions was the failure-to-serve a detention; he was unsure that these groups would address that issue. There may be a need for academic support and to address why a student was cutting his/her classes, etc. Ms. Bishop noted that the District would begin to track students through the PSS Teams. In fact, the state's Response-to-Intervention (RtI) Program mandates this tracking.

Mr. Conway stated that many students in the FREE and MURREE Programs have conflicts with other students and the District must segregate these issues from students with issues such as skipping detentions. Because parents do not always know their students are missing their detentions, he suggested the school liaison advise the students to serve them.

Q: How do the responsibilities of these two group sponsors differ from those of the Resource Managers participating on the PSS Teams?

A: FREE and MURREE groups meet before and after school; the Resource Managers are not paid to attend these meetings. Resource managers work in different areas, e.g., peer mediation, etc., during the day.

## **Report on Residency**

Mr. Vogel presented retired Assistant Principal Perna's report on residency. A five-year residency Report Summary was provided. The amount of tuition assessed to non-resident families in the last five years totals \$731,792. In the 2007-08 school year, \$227,469 was assessed. The summary showed a gradual increase in the number of families being investigated and a significant spike in the tuition fees assessed for the last two years. Discussion ensued.

Q: What does "cases rejected" mean?

A: It is the number of students rejected because of residency issues; these students were not admitted to the high school.

Q: Is the total obligation in fees composed of the sixteen (16) pending cases.

A: No. Some students enrolled in the fall subsequently had questions raised about their residency because of returned mail, etc.

The school receives little aid from the State of Illinois, e.g., only \$323 per student and most of the school's revenue is received from property taxes. Mr. Conway noted the importance of having residency officer(s), as families in surrounding communities want their children educated in this community at the burden of Oak Park and River Forest property owners. He took the residency job to heart when he performed those duties, because he too was a homeowner and did not want to pay for those who did not live in the communities.

Q: How successful has the school been in collecting the \$225,000 in tuition.

A: Some families have paid everything; some make it a protracted process including going to court, which takes a long time. While OPRFHS uses a collection agency, it takes about two years to collect the funds. Dr. Millard, as stewards of this District, noted that the Board of Education is obligated to look very closely at the residency cases and realize that it is an obligation to the taxpayers to have these students disenrolled. She asked the Board of Education members to look at residency cases with that vision in mind.

Mr. Vogel stated that the State of Illinois has to be made aware of these feelings, as it feels the District should just throw open its doors. The public at large needs to be aware of that fact and to make its congressional representatives aware of their viewpoint.

**Student Discipline  
Summary  
2007-08**

Mr. Vogel presented the Annual Discipline Statistics for the 2007-08 school year.

A summary of the findings is as follows:

“The trend reflected in the reported first semester numbers continued for the second semester with a decline in all reported categories for consequences assigned.

- The number of Out of School Suspensions (OSS) declined by 24.6% from the previous year.
- The number of In-School Suspensions (ISS) declined by 22.4% from the previous year.
- The number of Detentions (DET) and After School Program (ASP) declined by 40.7% from the previous year.

A quick review of the overall reported numbers for 2007-2008 seems to show a continued disproportionate number for African American students represented in the discipline system. Time and change in staff has not allowed us the opportunity to completely disaggregate the numbers at this time.”

The recommendation included:

“Due to a number of factors, e.g., turn over in staff, how information was reported into the data system, etc., the discipline reports have appeared in a variety of formats, making year-to-year comparisons somewhat difficult. Mr. Vogel asked the Board of Education for direction about the type of reporting and analysis it would like moving forward. Mr. Vogel recommended that less attention be paid to a reporting of consequences and more attention be given to who is in the system, when infractions occur, and what preventive measures are used and were they working.

Mr. Vogel made the following comments:

- 1) In terms of infractions, controlled substances are gaining. This will be addressed next year.
- 2) The number one reason African-American males receive a suspension is for their failure-to-serve detentions. This problem must be resolved.

Dr. Millard remarked on the information shared earlier from Dr. Spight, e.g., concurrent pattern of males and women. She felt there might be the same correlation with white females and white males. What can the school do to interfere with their patterns of behavior? It



was noted that Terry Dean, reporter for the *Wednesday Journal*, sent an email this week asking to track a freshman class and how the District responded to those students. While the school has not kept this kind of information, it would be beneficial to have a summary at the end of their careers at the high school. When a student has five and more disciplinary issues, that behavior must be curtailed.

Dr. Lee stated that the report must be tied to whom the District perceives that student behavior fits into the concept of student achievement and how can they be merged. Behavior used to be treated as separate and apart from academic achievement, but he sees more connection between student behavior and academic achievement, and it needs to be handled as part of the same issue. The District needs to come up with ideas as to how it can form a framework for dealing with both sets of data.

With direction from the Board of Education, Dr. Weninger stated the District would like to begin a baseline data system. He asked what kinds of data the Board of Education would like included in that framework. The responses were as follows:

1. A student's GPA before and after attending HARBOR Academy.
2. Disaggregation by feeder schools. District 97 has had the same code of conduct from kindergarten to eighth grade. District 97 was looking to modify its code of conduct to reflect the dramatic change in expectations at the high school.
3. Gender, race, GPA, and credits earned by year, by cohorts, over time.
4. Other interventions a student received before receiving a suspension.
5. Class time a student has missed because of out-of-school suspension, in-school suspensions, etc., because of fighting verbal abuse, etc. Opportunities missed.

Mr. Conway noted that some students have to be separated because they are too disruptive to other students. He does not want his own students' education disrupted by other students. Ms. Patchak-Layman countered that one would not want the student back in the classroom who did not know how to do the work, as that, too, would be disruptive. Mr. Conway said those students must meet with the teachers before or after class to get the information they need. Ms. Bishop said that teachers deliver the work to students assigned to in-school suspension and the teacher may even work with the student. There is a process in place to assist the students; they do not sit idle, as there is a monitor in the room. A priority for next year is to get

tutors stationed there as well. The monitors' ability to help the students is not high because of the variety of subjects being studied. Mr. Conway noted that some level of punishment was necessary to change behavior.

Dr. Spight expressed his frustration at the District for being on the same road for the last fifteen (15) years. When he first started looking at the discipline information, he was head of committee and he was a statistician. He felt that the District was putting the cart before the horse if the District was talking about reporting the data differently. The question is what interventions should be implemented to break the cycle of African-American males, and now more females, entering the discipline system at the high school and with a dramatic recidivism rate. His answer to that question is prevention and intervention programs that are relevant to investing time, energy, and dollars. Are there programs, such as FREE and MURREE, that would involve intervening in the high recidivism rate of students? Those are the data outcomes to be investigated. Each year there are relevant strategies that should be tried. While all of the disciplinary infractions are lower this year, the tables show that there is an over presentation of African-American male and female recidivism. The District has not yet taken a bite of what it has to do, e.g., talk about remediation, interventions, etc., and hold people accountable for time energy, dollars, and spirit that the District invests in them. Who were the students involved in the PSS Teams? What were the attendance, tardies, and academic patterns before students were identified by the PSS Team? Did they receive services? Did counseling sessions take place and did they make a difference? The District has to break the cycle of reporting outcomes and begin to talk about preventions.

Previously former Assistant Superintendent Donna Stevens and retired Superintendent Dr. Susan Bridge could identify 100 students. The questions become 1) who owns these students and 2) who keeps track of them? The assessment of the investment in that identity and tagging the ownership never happened. That will continue to happen until the District starts talking about programmatically strategic investments. The District needs to break the cycle of punishment and think about whom in the school, in the first quarter, owns the students who have incurred infractions in that timeframe. The District needs to talk about owning the student behaviors and then assessing them. He suggested starting with those forty (40) students with a high recidivism rate.

Mr. Conway's perspective is, "What is in place that will change the course of action?" How many parents had the school engaged in one-

on-one conversations? What kind of support comes from the Township? How does that correlate? Some students only graduated because of staff who personally took ownership of those students' successes. Too many African-American males and females are in the discipline system and need triage. What are those plans? The African-American Outreach Coordinator is a very important position to help get parents and students involved in the success of students who, by the sheer number, need that support. It is a position; it is a need. If the District addresses their needs, their academics will get better and their success rates after graduation will be better. It takes all of the adults in the building to help these students. As one does triage, one must look at who needs the support.

Dr. Lee stated that the responsibilities of the African-American Outreach Coordinator position should be such that it is manageable. It is possible for a person to do all kinds of things and not do any one thing well, because of a scattered approach. It may be worthwhile to focus the activities of this position, perhaps in the way described by Dr. Spight, e.g., contacting forty (40) families, instead of contacting nine-hundred (900) African-American families. That will require planning and making concrete decisions as to what can or cannot be accomplished in order to get the maximum benefit from a finite number of resources. Dr. Millard added that the person in that position should be allowed to identify the potential interventions to break the cycle.

Mr. Conway asked for more regular reporting to the Board of Education, as the problems cannot be addressed at the end of the school year.

Ms. Patchak-Layman felt it would be helpful to target just 100 students, as a pilot, and perhaps identify that 100 from the discipline report, truancy report, etc. Dr. Millard stated that the District knows in the first quarter those students who are having problems; however, some of their behavior patterns do not occur inside the school and District needs the community, the parents, and other students to be mentors. The District needs a multifaceted program. The District needs to focus on the students at the time of their first infraction and accelerate that focus on the second infraction with different interventions.

Mr. Edgecombe stated that the District has tried to be proactive with the students projected to be problematic with the commencement of the 8 to 9 Connection Program. He was unsure if the program was successful. The District is aware of the importance of being proactive and having preventive things in place. As someone who had

responsibility for the student discipline report at one time, Mr. Edgecombe understood the frustration; a quandary exists as to how to present the information so that it makes sense and to provide an incentive to do something differently. Mr. Prale added that the 8 to 9 Connection Program is a six-week summer program. During that time, the students are successful; they gain in reading and math and attend regularly. However, during their ninth grade year, they are not identified programmatically. Two years ago, Ms. Kyrias, the former Division Head for Counselors, started the program. The commitment to time, resources, spirit, and intention is not small on the part of the staff. Models are in place, but it is about commitment to these students over the long haul is what is necessary. In looking at the 8 to 9 Connection students this year, the District was disappointed with the academic outcomes at the end of ninth grade. Mr. Rigas stated that these students need additional support during the year. Dr. Spight concurred. If the District does not invest time and money in them, these students will cost the community in other ways.

Ms. Fisher asked if the Board of Education had reviewed the spreadsheet programs instituted pursuant to the Phase-in Funds and would this not fall into this category of addressing student needs. Mr. Prale replied affirmatively and stated that the District could look at those resources for ways to provide additional support. Dr. Lee had hoped for this conversation in the Instruction Committee; he wanted to see the conversations on race evolve into this type of conversation. One cannot have this conversation at the regular formal Board of Education meetings. He called for the Board of Education to allocate sufficient time to continue this discussion.

Ms. Patchak-Layman asked if the District knew enough about the students' history at the high school in terms of activities, interventions, programs, etc. She was informed that the District does not yet track interventions and that information could not be recreated for juniors or seniors. Mr. Vogel concurred that the District needs to look at programs, but it also needs to know what information is necessary to evaluate a program. Even though the registration process started earlier this year, as of this date, two-hundred (200) out of seven-hundred fifty (750) incoming families have not provided any enrollment information. The District will now start to contact those families. In addition, the District will institute a freshman-only day at the start of the school year and the District will start discussing ways to do things differently. The District does not know which students were brought to the attention of the PSS Teams. Ms. Bishop stated that the only way to know that information would be to read the notes of Mr. Perna and Mr. Deptuch.

Mr. Conway added that the involvement of parent groups is necessary. He reiterated his request for regular reporting, especially in light of the new administrative team. He commended the security staff and monitors for providing a safe environment for the students. The Safety and Support Team are highly valued in the building for their professionalism and their relationships with the students. This school is safe and a safe place for students. Again, he commended the administration and Safety and Support Team personnel for providing a safe place for students.

Dr. Lee reiterated the need to have this conversation in the setting of the Instruction Committee and other Board of Education members concurred.

Ms. Patchak-Layman asked if the District redefined gross misconduct and was that the reason for such dramatic changes. Ms. Bishop responded affirmatively. In the past, it was used when a student committed an offense that consisted of multiple infractions. That ended this year. Now it is used to describe things that are not already in the *Code of Conduct*. Dr. Millard questioned whether this was a discussion for the Board of Education or for the administration, as the Board of Education was a policy-making entity.

Dr. Weninger felt it was important for the local media to identify those things that the District does well, e.g., expulsions were down 84 percent from last year and out-of-school suspensions are down by 26.4 percent and while that is a gross number, it means they are down for everyone. He echoed the statements he made in February—good work is being done, improvements have been made, and he thanked Ms. Bishop, the deans, and the counselors for doing the hard work that was necessary.

Dr. Lee questioned whether more effective counseling was a possible reason for the drop in consequences. He stated that he had a cynical, less trusting part of himself. Was the school telling the deans to stop suspending so many students? He wanted to feel that the reduction in numbers was due to more success, because of what has been done. In addition, he sufficiently trusts enough to say that he assumed that was how it was being accomplished. He wanted to be convinced that no one was told to come down less hard on students. Mr. Vogel stated that discussions have occurred with the counselors about other ways to address student behavior and the message was not to use an expulsion or a suspension as the first option, but to increase the other tools in their bags and to use them first. Ms. Bishop stated that the PSS Teams were re-invigorated to talk about interventions. While

different expectations were communicated to them, the District never said give out fewer consequences.

Dr. Lee asked if there were a way to determine if the consequences had helped to determine behavior and that good behavior was increasing. Mr. Vogel stated that the things that may have made a difference were putting teachers in the hallways, creating smaller study halls, tackling the tardy issue, talking with individual classes, and having discussions on freshman day about student behavior, etc. First period tardies continues to be a significant issue for the District. Dr. Lee asked if there were a reasonable way to present evidence that student behavior is better. Mr. Rigas did not know how one could measure good behavior. Dr. Lee asked whether the behavior had changed or had the District's behavior changed in how it deals with bad behavior. He felt it was the later. Discussion continued and Dr. Weninger added that because twelve to fourteen students transfer in at any given time, it is difficult to measure good behavior. A measurement might be to compare the total number of referrals to the discipline system of one class from one year to another. The Board of Education agreed to continue this discussion at the regular Instruction Committee meeting.

**Principal's Report** Mr. Vogel stated that Paul Leo was one of 172 students in the nation and one of 24 students in Illinois who got a perfect score of the SAT.

Mr. Vogel thanked Dr. Weninger for allowing him to help this year. He appreciated the vote of confidence from both Dr. Weninger and the Board of Education. Both Mr. Perna and Mr. Deptuch served as assistant principals this year during a difficult situation and their help made his job easier. He thanked the faculty and staff for its unwavering support of him. And, last but not least, he thanked his Administrative Assistant Deloris Collins.

**Superintendent's Report** Mr. Mike Gibbs, president of the Huskie Boosters, addressed the Board of Education as part of the ongoing reports from each of the parent groups. He was accompanied by Fred Valentini, president-elect.

Mr. Gibbs said he was in the twilight of his presidency. He thanked the Board of Education for the opportunity to speak to it. Boosters' objective is to support the school. Last year Boosters raised \$100,000 and appropriated a great deal of those funds to different areas within the school, i.e., a new kiln, a golf cart, poles for the pole-vaulters, special education tools, water fountains, fish tanks for the special education department, partially-financed the post prom event, etc. As requested, he gave copies of the bylaws to the Board of Education.

Mr. Conway thanked him for the work that Boosters does. When Mr. Conway volunteered as a coach, the Boosters gave him a check and bought equipment for the Gospel Choir, etc. Those familiar with the Boosters know its generosity. He thanked them for their personal service and the great work it contributes to the school.

Mr. Gibbs stated the Boosters were proud of raising \$100,000 for the school and noted that only \$10,000 had been allocated to the needs of the Athletic Department. At its auction in April, Boosters raised over \$90,000.

Boosters offers awards to faculty and staff members who have given special effort in assisting the Boosters. Past recipients have been Jack Lanenga, Michael Byers, Lynn LeFevre, and this year, Dr. Weninger. He stated that the lights issue continues and he hoped that the Board of Education supports the work that Boosters has given in this regard. Mr. Gibbs stated that his tenure of seven years was great and it could not have happened without the special people who did the work. Many people do the work and do not get any accolades. He thanked them as well. Mr. Gibbs concluded that his daughters would be in the Class of 2020 and he would be back.

Mr. Rigas thanked him for the great job and stated that Boosters was a unique organization as there are many people involved, many who no longer have children at the high school.

Dr. Lee felt it was important that Boosters continue to remind people of the breadth of the work it does. In spite of everything, he still tends to think of Boosters as the sponsors of athletics.

Dr. Weninger provided Board of Education members with a list of graduates for many years and informed them that next year the list would include gender, ethnicity, and feeder schools.

Dr. Weninger reported that 12 people represented OPRFHS at the Annual MSAN Conference in Madison, Wisconsin, June 24-26. While the conference focus was on special education, other speakers spoke to broader areas. Ms. Patchak-Layman represented the Board of Education. Devon Alexander gave a presentation on coming to grips with racial prejudice within the faculty. Other attendees included Dr. Weninger, Mr. Prale, Ms. Hill, Ms. Cada, Mr. Mertz, Ms. Ferrier, Mr. Rouse, Mr. Grosser, Mr. Wilson, and Janel Bishop.

Dr. Weninger also informed the Board of Education that the new field turf had no environmental issues.

**Update on  
Board of Education  
Goals**

Dr. Weninger provided the Board of Education with an update on the 2007-08 District Goals (attached to and made a part of the minutes of this meeting). Discussion ensued.

Q: Has the District received any preliminary PSAE results.

A: No.

Dr. Millard made general comments about the goals. As the activities and efforts are identified with each of the goals, sometimes much attention is given to parts but not the whole item, i.e., No. 2, there is little emphasis or focus on the people responsible, or an effort to incorporate parents. Dr. Weninger responded that a decision was made to wait to involve parents until the best form with which to do so was established via surveys.

Regarding No. 3, Recruitment and Employment, while the District has managed to employ a certain number of minority faculty and administrators, Dr. Millard stated that it has lost some too. The goal is a total increment and she did not know how that was affected. What efforts are being made to retain minority candidates? If 20 percent of the total number of faculty hired was minority and the District lost minority members, she did not want to be fooled by numbers that reflected the desired 20 percent increase. Dr. Weninger knew of three minority staff members who departed this year. Presently, fifteen (15) new staff members were hired for next year and the minority status of that fifteen (15) is higher than 20 percent. In addition, two minority faculty members were promoted this year; one to an administrative position and one to a quasi-administrative position. Of the three who departed, two sought administrative positions elsewhere because OPRFHS's could not accommodate them because of its size; it is a single-school district. It is important to retain minority staff. Dr. Millard stated that her point was that she wanted to increase the minority numbers, not just replace them. She asked the Board of Education if the goal was unrealistic. Mr. Rigas stated that the administrative goal in its hiring for next year was to have at least 20 percent minorities; the District is ahead of that number. Mr. Edgecombe affirmed that there would be a net gain this year. The final numbers will be provided once hiring is complete.

Dr. Weninger stated that the District cast a wider net in its recruitment than before by outreaching to different venues. Ms. Patchak-Layman asked if there were more outcomes. Did more candidates from those job fairs at which the District participated apply? Alternatively, did more candidates apply? Mr. Edgecombe stated that he could not answer yes or no to those questions. Applications are received annually



and there are always unexpected ones. Did the District get applications from that job fair? Yes. The nature of casting the net wider would suggest that a greater yield of applicants to the District. Mr. Rigas suggested looking at marketing. To determine if the marketing were working, he would look at where the leads came from and then continue to market what is successful.

Ms. Patchak-Layman stated that recruitment takes staff time away from students. She wanted to know if recruiting were the best place for them to be. Mr. Vogel said the Division Heads discussed this issue and they too were concerned about whether this was a worthwhile way to spend their time. They asked that numbers be tracked in order to know from where the applicants came. Mr. Rigas noted there was the issue of quantity versus quality and Mr. Edgecombe concurred with that being a post activity. Mr. Edgecombe felt that spending staff time at these events was not a waste of time because it is part of the effort to cast a wider net; it is creating relationships so that the District's yield will be greater over time. By establishing a relationship with someone at the campus, OPRFHS has the opportunity to talk in-depth about the desired individuals it wants. It is not just about what happened in one year, but what occurs over a three-to-five year period.

Mr. Conway commended the effort this year as this was something new.

Dr. Lee asked if there were rules or understandings when it came to one school "stealing" faculty from another school. Mr. Edgecombe responded that there were no rules of the game. Among the Northwest Personnel Association, there is an understanding that people will move from one district to another. The only agreement is to be forthright and inform the person's counterpart that an offer was being extended. Mr. Rigas said there was a difference between having a job opening and actively pursuing a person. Mr. Edgecombe stated that the District encourages faculty and staff to suggest names of people who would be good for OPRFHS.

**District Liaison & Community Reports** Faculty Senate—Mr. Hunter reiterated that the work the Booster Club does is wonderful and benefits all of the students in the building. Regarding the light controversy, the local media did an injustice in how they covered it.

Mr. Hunter thanked Mr. Vogel for his work as interim principal and for not retiring; Mr. Hunter looked forward to working with him in his new role.

He also stated that too much time had been spent that evening talking about administrative issues rather than Board of Education issues. In his current and past conversations with the Board of Education members and with those individuals who might be interested in running for the Board of Education, they have said that they do not want to be school administrators.

### **Consent Items**

Ms. Patchak-Layman asked that Consent Item O., Approval of Occupational Therapist with Comprehensive Therapeutics, Ltd., be pulled from the Consent Agenda.

Ms. Patchak-Layman then asked if the District had ever made use of the School Board Liability Insurance. Ms. Witham's response was that it had not happened in her tenure.

Ms. Patchak-Layman also asked why, considering the new situation with the parking garage, parking for Triton at Pilgrim Church had not been reconsidered. Ms. Witham responded that the parking agreement with Village of Oak Park stipulates that OPRFHS maintain a parking agreement with Pilgrim. Mr. Rigas added that there are no changes to the contract about the parking garage and the Village of Oak Park.

Ms. Patchak-Layman asked what measurements of success would be used under the social work contract. How will the District determine if it wants to continue this program next year? Dr. Weninger explained that this was not a new activity. This past year, the District employed two contractual social workers and one substance abuse counselor. In order to have the PSS Teams be more effective in working with students, he felt each designated team should have a resource manager to monitor discipline, etc. Ms. Patchak-Layman asked if written outcomes would be used in the evaluation process. She wanted concrete evidence that the program was working. Dr. Millard asked Ms. Patchak-Layman for a proposal. Ms. Patchak-Layman suggested that if one of the goals was to have one resource manager focus on each PSS Team, etc., the appendix should include the responsibilities. Mr. Rigas asked if an example would be that the District wanted the number of children caught with illegal substances decreased by 10 percent next year. Ms. Patchak-Layman responded negatively, but asked why the District would not add another substance abuse counselor if the goal were to decrease substance abuse. How will the District know at the end of the year that this was the best place to spend its dollars? Mr. Rigas stated that the Board of Education members must rely on the administration for that information. Ms. Fisher suggested that since this was discussed at the

Finance Committee, that the Board of Education should take action on these items as they are on the Consent portion of the Agenda.

Mr. Rigas moved to approve the consent items as follows:

- Open Minutes of May 13, 22, and June 3, 2008, and the Closed Session Minutes of May 13, 22, and June 3, 2008, as presented;
- Personnel Recommendations (attached to and made a part of the minutes of this meeting);
- the Resolution Ratifying and Confirming Execution of certain vouchers and payment of certain bills and expenses, fund transfers and list of bills for June 2008 (attached to and made part of the minutes of this meeting);
- the Resolution Authorizing Execution of Certain Vouchers for the Month of June (attached to and made a part of the minutes of this meeting);
- the Check Disbursements dated June 26, 2008, (attached to and made a part of the minutes of this meeting);
- the Monthly Financial Reports;
- the Monthly Treasurer's Report;
- Citizens' Council Member Appointments for 2008-09;
- Tradition of Excellence Award Recipients for the 2007-08 school year as follows:
  - Paul Broucek, Class of 1970, in Film and Music;
  - Felicity La Fortune, Class of 1972, in Performing Arts; and
  - Posthumous Recognition to Jack Berger, Class of 1944, in Medicine/Military;
- renewal of Workers' Compensation Insurance;
- renewal of Property and Liability Insurance through Collective Liability Insurance Cooperative (CLIC);
- award of Fence Bid Contract to Marchio Fence;
- award of Xerographic Paper Bid Contract to Ricoh Americas;
- award of Office Supplies Bid Contract to Quill Corporation
- Triton Intergovernmental Agreement for FY 2008-09 with a five-percent increase in custodial and security services;
- Social Workers' Contracts with Family Services for one Drug Free and Safe School Counselor and four Resource Managers, as presented (attached to and made a part of the minutes of this meeting);
- approval of RFP for GASB 45 Services to CBIZ at \$10,500; (attached to and made a part of the minutes of this meeting); and
- the following textbooks: The Long Goodbye and Never Let Me Go for the English Division.

seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

**Occupational  
Therapist Contract**

Dr. Lee moved to approve the Occupational therapist contract with Comprehensive Therapeutic, Ltd., at a rate of \$72.50 per hour (attached to and made a part of the minutes of this meeting); seconded by Ms. Fisher.

Ms. Patchak-Layman noted that she had hoped the District would have gone out for an RFQ for these services and the travel time, as it is billed at an hourly rate. Ms. Witham responded that the contractual person does not bill for travel time and that she would not recommend putting this out for bid without a conversation about IEPs and working one-on-one with the students.

A roll call vote resulted in all ayes. Motion carried.

**Policy 5115-4,  
Hazing, Harassment  
& Cyberbullying**

Mr. Rigas moved to amend Policy 5114-4, Prohibition Against Bullying, Hazing, Harassment, and Cyberbullying, as presented; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

**Acceptance of  
Donations &  
Gifts**

Mr. Rigas moved to accept with gratitude the gifts, as presented (attached to and made a part of the minutes of this meeting); seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

**Presentation of  
Preliminary  
Budget**

Ms. Witham presented the preliminary or tentative budget noting it would be reviewed at the next Finance Committee meeting. Grant information and personnel changes would be added before the August meeting.

It was noted that Senator Kimbelry Lightford has put some grants out regarding bullying; Dr. Weninger will check into that opportunity.

Mr. Allen thanked Ms. Witham for providing the preliminary budget a month earlier than last year.

**Report on Faculty  
Attendance Data**

Mr. Edgecombe provided the Board of Education with statistical information relating to attendance data for members of Faculty Senate broken down by Division/Department. The traditional areas of leave that are represented include sick, personal, professional and jury duty. Absences due to Special Education staffings are not a part of the analysis. As a point of reference, however, there were approximately 1,220 periods covered by faculty for Special Education purposes.

In his summary of findings, Mr. Edgecombe stated:

“In comparison to 2006 – 2007 overall absences are down 17.2% (2,985 vs. 3,498). The Table below reflects a comparison of the data for 2006-2007 and 2007-2008 and the percent of change. The Table also shows, in terms of number of absences, that the category of sick leave experienced the largest reduction (249.5) with the category of Professional Leave experiencing the second largest reduction (217.5).

	2006 - 2007	2007 –2008	% of Change
Sick Leave	1802	1552.5	16.1 (-)
Personal Leave	522	482	8.3 (-)
Professional Leave	1152	934.5	23.3 (-)
Jury Duty	22	16	37.5 (-)
Total	3498	2985	17.2 (-)

**Amendment to  
DWC Low  
Incident Service  
Agreement,  
Articles of  
Agreement**

Mr. Rigas moved to approve the amendment of the DuPage/West Cook Low Incident Service Agreement, as presented, and herein authorize the President and Secretary to endorse the resolution indicating Board Education approval (attached to and made a part of the minutes of this meeting); seconded by Dr. Millard. A roll call vote resulted in all ayes. Motion carried.

DuPage/West 40 asked the Board of Education to approve the amendments to the Articles of Agreement that were Amended and Adopted July 1, 2006. This proposal does not effect or disrupt the District’s access to services from DuPage/West Cook.

**Update on  
Stadium  
Lights**

Dr. Weninger provided the Board of Education with an update on the Village’s progress in approving lights for the stadium.

Ms. Fisher learned that if the lights were not approved, the District would resubmit the application to vacate East Avenue.

Ms. Patchak-Layman asked if Boosters was paying for the cost of the application process and the legal expense to the District for this endeavor. Dr. Weninger replied that the Booster Club did pay for legal fees for the application to the Zoning Board of Appeals, but OPRFHS is now using its own attorneys. While there were no legal costs for putting the application together, there were legal costs in preparing the second page with regard to the text amendment and the special use amendment. The application fee was \$200. Boosters will not reimburse OPRFHS that fee. Ms. Patchak-Layman had assumed that Boosters had agreed to undertake all of the costs. Mr. Conway responded that the Board of Education voted for the lights and the responsibility for that lies with the Board of Education. The entire cost of the legal fees is not yet known. Ms. Patchak-Layman noted that the Village of Oak Park asked that the services of an environmental consultant be recommended to the Plan Commission.

Dr. Weninger responded that the District has not yet talked with the Plan Commission about that subject. More information will be forthcoming July 17.

Dr. Weninger noted that he continues to meet with the neighbors about this issue.

**Date for  
Board of Education  
Discussion of  
Goals**

It was the consensus of the Board of Education to schedule a Special Board meeting on Monday, August 18, 2008 at 7:30 a.m. for the purpose of discussing District goals. It was later determined that the meeting would commence at 7:50 a.m.

**Closed Session**

At 11:12 p.m., on June 26, 2008, Ms. Fisher moved to go into closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); Student disciplinary cases 5 ILCS 120/2(c)(10); Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11); seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

At 12:10 a.m. on Friday, June 27, 2008, the Board of Education reconvened its open session.

**Approval of  
Superintendent  
Salary Increase**

Dr. Lee moved to approve a four percent salary increase for the superintendent for the 2008-09 school year; seconded by Mr. Allen. A roll call vote resulted five ayes and two nays. Motion carried. Ms. Patchak-Layman and Dr. Millard voted nay.

Ms. Patchak-Layman could not support the recommendation because she believed this was a merit performance raise.

**Approval of  
Agreement with  
Faculty Senate**

Mr. Rigas moved to approve the Settlement Agreement with Faculty Senate in the matter of the 403(b) Unfair Labor charge, as presented; seconded by Dr. Lee. A roll call vote resulted in five ayes and two nays. Mr. Allen and Mr. Conway voted nay.

**Adjournment**

At 12:15 a.m. on Friday, June 27, 2008, Dr. Lee moved to adjourn the Board of Education meeting; seconded by Mr. Rigas. A roll call vote resulted in all ayes. Motion carried.

Jacques A. Conway  
President

Dr. Ralph H. Lee  
Secretary