

The Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday evening, August 23, 2007, in the Board Room of the high school.

Call to Order President Jacques A. Conway called the meeting to order at 7:35 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, Sharon Patchak-Layman, and John Rigas. Also present were: Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Cheryl L. Witham, Chief Financial Officer; Don Vogel, Interim Principal; Jack Lanenga, Assistant Superintendent of Operations; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; 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: Kay Foran, Director of Community Relations and Communications; Linda Cada, Director of Special Education; Carolyn Ojikutu, and Julie Fuentes, O.P.R.F.H.S. faculty members; Jeff Currie, Rosemary Pesoli, Mary Jaros, Linda Belpedio, and Linda Levin, retired O.P.R.F.H.S. faculty members; Barb Nelson, Chair of the P.T.O.; Angelica McClean of the League of Women Voters; Burcy Hines, Meg Reynolds, Wyanetta Johnson, Kimberly Werner; Terry Lieber, Steven Allstead, and Richard Newman parents and community members; Alex McLeese of the *Wednesday Journal* and Bridget Kennedy of the *Oak Leaves*.

Board Member Comments Mr. Conway reported that one FOIA request was received and resolved.

Visitor Comments Jeff Currie and Rosemary Pesoli, retired O.P.R.F.H.S. faculty members, read the following to the Board of Education.

“President Conway and other board members, Superintendent Weninger and other administrators:

“My name is Jeff Currie. I taught English here for 31 years, advised the *Trapeze* for twenty-seven of those years, did a little bit of coaching and a good deal of committee work, and worked on the successful referendum effort in 1996. I retired in 2005. Tonight I’m speaking on behalf of Linda Belpedio, Mary Jaros, Linda Levine, Rosemary Pesoli and myself. We five all retired in 2005 or ‘06 under the 1999-2004 collective bargaining agreement.

“We wanted to talk to you about an opportunity for the Board, the administration and the faculty to improve a retirement picture that has gotten muddled and riddled with inconsistencies over the last seven or eight years.

“We are here tonight to direct your attention to one aspect of that muddled retirement picture, an inconsistency that directly and negatively impacts the five of us. It is within the Board’s power to address this inconsistency on its own, with no need to reopen faculty contract negotiations.

“At the beginning of the summer you heard from some of us about this situation: Of all the teachers, some 20 or more, who retired under the provisions and policies of the 1999-2004 contract, we are the only ones who were not provided with the individual retirement contracts referred to as consulting contracts at that time. This is despite the fact that several of us directly asked to have such individual retirement contracts. We were told that they were no longer necessary and that we would get the same benefits as our peers who retired under the ‘99-’04 contract. Those benefits included coverage under the faculty health plan until we reached Medicare age. As you know, however, under the new collective bargaining agreement we five retirees are removed from the faculty plan, since, we are among those “who have previously been without an individual retirement contract.”

“That we were not given “consulting contracts” when we retired is patently unfair, clearly inconsistent with the three or four or more years of previous practice, and, frankly and unfortunately, quite devious.

“Let me give Rosemary a chance to read from correspondence between her and the administration in May of 2001:

“ ‘The purpose of this letter is to inform you of my intention to retire from my position as Mathematic Teacher/Attendance Coordinator of Oak Park and River Forest High School at the end of the 2004-2005 school year... It is my understanding that I qualify for and look forward to receiving the retirements benefit package as described in our current five-year contract. I wish to inform you of my plan to participate in the district’s early retirement option with local separation allowances commencing in the 2003-2004 school year. I await acknowledgment and acceptance of this notification. Respectfully submitted, Rosemary Pesoli.’

“The administrative response read as follows: ‘Dear Rosemary: At its regularly scheduled meeting last evening, the Board of Education approved your request for early retirement effective June 2005.

‘Recognition of your many years of service to the District will be given as the date of retirement approaches.’

“All the teachers who retired at the time when those letters were written, in 2001, were receiving individual retirement agreements that clarified and guaranteed their retirement benefits. Rosemary expected the same. So did the rest of us.

“Last May Richard Deptuch, a teaching colleague and an administrator whom we all know well, sent an e-mail in our support to a current Board member. Rich made this point about our situation:

“ ‘...I can just imagine how those individuals must feel betrayed... They retired believing that they would receive this benefit until Medicare kicked in. I realize that they did not sign an official retirement contract like I did, but, in good faith, they planned their financial future on an oral agreement. To change that agreement after the fact does not seem fair.’

“In his response to Rich, the Board member overlooked all that Rich’s message points out about our reasonable good faith expectations, and the inconsistencies and unfairness regarding who did and did not get to sign individual retirement contracts. However, those points are clearly and precisely what need to be addressed, aren’t they?

“We are asking the Board now to consider this situation anew.

“Doing so clearly does not involve reopening negotiations. Rectifying this situation can be done as part of what the new 2007-2012 faculty contract wisely calls for: providing all retirees with useful individual retirement agreements.

“We five simply ask that we receive the individual retirement contracts that were provided to our retiree peers under the 1999-2004 contract, and that benefits be provided to us in accordance with that contract and those agreements, including receiving the same insurance coverage as active employees until we became eligible for Medicare.

“We urge you to act promptly to bring fairness and consistency to our part of the retirement picture.”

Ms. Pesoli stated that when they were leaving, a general statement was made that TRS said open enrollment ended May 31 and that she had to speak with Mr. Edgecombe. Faculty Senate bargained these benefits away; they did not represent the retirees. In light of the new retirement contract, if an error was made with sixty people, why not five more?

Why couldn't the stopping point be with the people who retired under the 2004-05 school year contract?

Linda Levine stated, "Even though we retired in 2006, after the 2004 contract, the benefits remained as they were under the 1999 to 2004 contract, except for this issue. We are the five people in the middle. Mr. Rigas explained that state law now stipulates what retirement benefits are under a contract and medical was not part of those rules. Ms. Levine stated that they would like to negotiate without opening the contract. Dr. Lee learned that the request for retirement has to be stipulated per the contract.

Mr. Currie stated that they had not been in touch with the rest of the faculty but what seems an important point is, at the beginning of summer, his perception was that reopening the negotiations was a big concern. His concern is that the Board of Education has to abide by the terms of the contract, but the individual retirement contract is consistent with this policy. He said there was confusion and the situation is now in the Board of Education's hands; it will mean talking with the faculty negotiation team. He hoped that process would happen.

Ms. Patchak-Layman felt that Mr. Edgecombe should talk with the faculty who brought this forward and come to some resolution.

Ms. Levine did not feel part of the faculty at that time. Therefore, they are in limbo because each party negotiated this away. They were told by the administration that they did not need a retirement contract, "your benefits are secure." She asked for a contract and was denied it. This was not fair. The answer she received was that she had nothing to worry about; "your benefits are secure." She feels kicked in the back. She expected the benefits promised. She did not know who was responsible and she was not blaming anyone, but these retirees got lost and they should have been represented. No one should have bargained away their benefits. If she had known this might happen, she may not have retired. This is a huge issue. She was not interested in shifting the blame and that is why they have not approached Faculty Senate. She is not interested in reopening the contract; it was a good contract for the teachers. At the same time, these retirees should not have been a part of that contract. She thanked the Board of Education for their time.

Dr. Lee asked who at the school made the statement that they were covered under the 1999-2004 contract? Ms. Jaros, Ms. Levin, and Ms. Pesoli all answered that it was Mr. Edgecombe. They went through the retirement process together. Ms. Pesoli again stated that it was not a matter of blame; just the benefits they were promised. They are equal to their peers who retired under the same contract.

Mr. Conway thanked them for their statement.

Stephen Allstead, resident of 136 Frank Lloyd Wright Lane, addressed the Board of Education. He read the following statement.

“Hi everyone. My name is Stephen Allstead I live at 136 Frank Lloyd Wright Lane. Some of you may remember me from the lights discussion that culminated in the spring of 2006 with the High School Board narrowly approving, in a 4 to 3 vote, to install lights on the football stadium field sending the proposal to the Village of Oak Park.

“I have not told you publicly that despite my dissatisfaction with the outcome of that vote, I do very much appreciate the time, effort, patience and thought that you all put into what I’m sure was a very difficult and controversial decision. To tell you the truth, if I were in your shoes and on the School Board, I may have voted the same as you did. If the School Board’s responsibility were to the students first, it would have been very hard for me to turn down a \$200,000 to \$300,000 dollar gift. But reading through the minutes of the special meeting of the School Board on March 9, 2006, I could tell you all cared and put a lot of thought towards the school’s neighbors as well.

“Because you put so much hard work and unbelievable thought in to your decision, I would ask you all take time to reflect on the standard you set at that School Board meeting on March 9th and determine your satisfaction with what you wanted to see and/or happen prior to sending this ball to the Village of Oak Park’s court.

“It is really hard not to bring up the points I’m about to bring up without sounding hostile or confrontational and I really hope they do not come across that way.

“So here we go...some quotes from the March 9, 2006 Board Meeting:

“Mr. Rigas delineated the following restrictions that had been suggested by member of the Board of Education for discussion purposes:

“The lights would be state of the art with regard to light spillage.

“The establishment of a neighborhood advisory committee that would meet twice in the fall and twice in the spring with administration and at least one member of the board of education.

“A requirement to prepare a comprehensive security plan with the village of Oak Park and River Forest.

“A requirement to prepare a litter control program for all games including afternoon games.

“A determination if the number and the direction of speakers could minimize noise.

“A requirement that a traffic and safety study be conducted in the fall at game time.

“Mr. Rigas also stated that the traffic study would determine the best traffic flows and suggest desirable patterns. The District could work with the Village of Oak Park on that idea.

“Ms. Ranney wanted to know the definitive number of night games to be played. Mr. Lanenga noted the proposal was for 10 night games, which were slated to start at 6:00 p.m.

“Dr. Millard said she wants a safe environment for this community. She asked how many more security and police officers would be needed? She calculated that the cost of security, custodial staff, extra trainers, etc. would be conservatively in the range of \$15,000 to \$18,000 per year. This cost would be borne by the taxpayers, even with the Boosters giving the school the lights and warranty. Ms. Witham said that if the district is going to spend that money it will need to come from another program and she wanted to be clear that the District would be making choices.

“Mr. Conway wanted to know from the villages of River Forest and Oak Park what their part would be in providing personnel for community events. An increased police presence will be needed. He wanted to hear from the villages what they were willing to do.

“Mr. Conway had a problem with allowing 14 games; he felt 14 games plus was too many for the neighborhood. He wanted those issues worked out before he could make a decision on this topic.

“Ms. Fisher said The Board has heard the concerns regarding teenage activity, disturbance, traffic, litter and all matters mentioned tonight. If this project goes forward, the Board would not support it without a very careful and restrictive plan to deal with these issues. We must carefully plan our usage with respect to security traffic and all the issues discussed over these months to minimize its impact on the neighborhood

“Are you satisfied with what you wanted that night? Traffic Study? Security Study? Noise? Light? Litter? I just want to make sure ‘You’ are OK with where we are. ‘You’ asked for things and “your” satisfaction is important. Hey, I know this ball is not even in the School Board’s court anymore. But think about it if you will.

“Again, thanks so much for your time and hard work on this issue.”

Terry Lieber, resident of 147 Linden, Oak Park, addressed the Board of Education.

“For those of you who do not know me, my name is Terry Lieber. I live at 147 Linden, am the parent of now three OPRF students, and represent the community organization known as APRIL (Alliance to Preserve Residential Integrity and Livability). In addition, in case you do not read the local papers, APRIL opposes the installation of permanent lighting in the stadium.

“We want to take this opportunity to welcome the new board members, Ms Patchak-Layman, Mr. Allen and Mr. Lee, and Superintendent Weninger to our school. We are looking forward to meeting with Dr. Weninger informally soon and appreciate his reaching out to the neighbors, so our points here tonight will be brief. My intention is to introduce APRIL to you and reiterate our concerns.

“We first appeared here two years ago with petitions signed by over 200 people (neighbors and others) opposed to the installation of lights. The OPRF Stadium field and the surrounding neighborhood is unique. The field is within yards of homes. In fact, its proximity to this densely populated residential neighborhood is unprecedented within our athletic division and other high school campuses. APRIL’s opposition is based on the belief that the benefit to the community of a lighted stadium is relatively small, while the burden to the people who make their homes here is significant and disproportionate to the benefits..

“We appreciated the board’s willingness to hear all sides on this issue during two public forums. However, as we all know, when the time came to take a vote, the board narrowly supported installation of the lights 4 to 3.

“Since that time, many more people have joined APRIL’s efforts to oppose the installation of these lights. We have formally organized ourselves to present an effective case to the Village Zoning Board where the decision currently sits.

“Mainly, we want the board to understand that many members of APRIL are ardent supporters of this school and our community in ways too numerous to count. Those of us who live close to the school do so because we like it. In fact, we are probably a group of people uniquely equipped with high thresholds for commotion. For the most part, we enjoy the activities, the athletics, the students. But we hope you can appreciate our position on a proposal for lights that enables a level of nighttime activity that would so drastically impact this neighborhood and the quality of our lives.

“We also want to compliment and extend our appreciation to your excellent staff. We thank you for all the times you heard our ideas and concerns, and we particularly thank you for those times you acted on them. And we hope to maintain the positive and respectful relationship that we have established over the course of these many conversations. Thank you for your time.”

Mr. Rigas responded that he had no issues with what they said, but that they were confusing the issue. He did not expect any of those things to happen before getting Village approval. Then there must be the funds to pay for the lights of which there are none at this time. Mr. Allstead said he heard him and that is why he was saying “your” satisfaction level.

Richard Neuman, resident of 312 Linden, Oak Park and member of APRIL, addressed the Board of Education.

Mr. Neuman was not in favor of installation of lights at the high school. His issue had to do with the number of games. In letters published in the *Oak Leaves* in June of this year, one from Mr. Conway and one from Dr. Bridge, three or four references were made to Friday night games. The Boosters have talked about three or four Friday night football games. In the minutes of previous meetings, discussion ensued about ten games, fourteen games, twenty-two games, which does not address the number of practices that will go on until 8:00 p.m. His concern, assuming the lights were installed, is would they be installed with restrictions as to the number of games. He was concerned about camel getting its nose under the tent. He felt there would be an expansion of the nights that it would be used. Mr. Conway concurred with them. The application to the Village says nothing about limiting the number of nights. Mr. Lanenga concurred. However, the Board of Education can limit the number as part of the agreement with the Zoning Board of Appeals. Mr. Rigas felt a restriction would be put on it.

Wyannetta Johnson, resident of Oak Park, addressed the Board of Education. She wanted someone to explain AYP and what it meant.

Mr. Prale reported that AYP stands for Adequate Yearly Progress and is a measure by the State of Illinois in compliance with NCLB, which is up for reauthorization in 2008. It sets a series of percentages. Ninety-five percent of the students must participate and there is an escalating scale, which started at 37 percent and now is up to 55 percent. In the case of a high school, the State takes snapshots of public schools to see if 55 percent of those students tested are meeting state standards. Day One is ACT exam and Day Two is the Prairie State Achievement Exam (PSAE). This year in percentages, District 200 did not make AYP in math in the subgroups of African American, Special Education, and Low Income students. District 200 did not make AYP in reading in the subgroups of African American and Low Income students. District 200 did make AYP in the Special Education subgroup in reading due to some conditions. This is the District's fourth year of not making AYP out of the last five. District 200 still has the status of a Choice School; it has been designated as having to offer supplemental educational services and has academic watch status. The administration plans to bring a comprehensive plan to the October Board of Education meeting.

Meg Reynolds, parent and resident of 1180 S. Clinton, Oak Park, addressed the Board of Education regarding her child's need for his accommodation to be made, a situation that she alleged has not happened in four years. She asked who would hold Special Education accountable. She noted that John Allen had made that a campaign promise and asked if it would be him.

**Board of Education
Comments**

Dr. Lee wanted to address the Board of Education in a public forum about something that few people care a lot about. Having received and read the College Transcript Summary, he noticed that a summary was made of the top 10 schools of the 2007 graduating class. It reports how many transcripts were requested and from what schools. A summary sheet reports that the top choice of O.P.R.F.H.S. students; 3,046 transcripts were sent and 712 final transcripts were sent. The top school choice was The University of Illinois at Champaign/Urbana, etc. The College of DuPage got 11 requests. Harold Washington College and Malcolm X did not make the top ten. I noticed that 82 students went to Triton College. It had occurred to him that there was something wrong with this picture. Why would the high school make a public report of the four-year colleges and universities that O.P.R.F.H.S. students had requested transcripts for but not the two-year colleges? It seemed a dirty secret that was not going to be shared with the public. He felt it was perfectly acceptable dirty little secret. What does this say about the people who work at Triton College or serve on boards of the community

colleges across the country? What does it say about the worth of the students who choose to consider going to Triton as those schools opposed to University of Illinois at Champaign/Urbana. Does this reflect something that is best about O.P.R.F.H.S.? He said, “No.” In his least charitable moments, he considers it a slap in the face of those students who wanted to go there. If he discovered this was just a clerical error and it was an omission, he would apologize. If O.P.R.F.H.S. is going to report, if O.P.R.F.H.S. feels it is important to brag about where students are requesting transcripts from, it seems appropriate to include all of the colleges to which they request transcripts. If O.P.R.F.H.S. does not consider Triton worthy to talk about, why are tax dollars going to it? This says something about our culture. He is protesting this and he does not want O.P.R.F.H.S. students who want to go to Triton to be less important than those who want to go to the University of Illinois at Champaign/Urbana. Mr. Conway concurred noting that he and his wife had attended Triton classes and he agreed with Dr. Lee that Triton provides an excellent education. Mr. Vogel noted that he had asked the same question when he received this report. He discovered that for two years, Triton was not included in the top 10; it had been included previously. Next year, this report will include Triton and any other two-year college.

Mr. Allen, responding to Ms. Reynolds’ comments, stated that he did not make holding Special Education accountable a campaign. He continued that “accountable” was a touch word and he would not attack anyone. He would, however, look at the Special Education Program and look at the inequities.

Ms. Patchak-Layman listed items in the areas that she wanted to make sure that District 200 was complying with *The School Code of Illinois*. She brought them in the hopes that O.P.R.F.H.S. could get better legal services and that the issues could be addressed.

Textbooks—The Bookstore is requesting a TANF letter or current food stamp letter or a federal income tax form as documentation to qualify for book and fee waivers. The State Code requires only that a family qualify for the free lunch program for a fee waiver. She asked if these new requests changed the number of students qualifying for fee waiver from the past year and why would the school use a standard different from the state.

Residency—Changes occurred in the District’s registration forms in order to comply with the residency requirements with *The State Code of Illinois* saying the District cannot collect social security numbers, identification, etc. From all of the work the District has done to correct this, the parents included in this question about forms have yet to

receive any notification of this error as to information incorrectly submitted. She asked what would be done about issuing correct forms to new parents who had used the old forms.

Duties of the Principal—It states in *The School Code of Illinois* that the principal shall assume administrative responsibilities and instructional leadership under the supervision leadership of the Superintendent and in accordance with the reasonable rules and regulations of the board for the planning operation and evaluation of the educational program of the attendance area to which they are assigned. School boards shall specify in their formal job descriptions for principals that his/her primary responsibility is in the improvement of instruction. The majority of the time spent by the principal shall be spent on curriculum and staff development through both formal and informal activities. This is part of School Code of Illinois. This is not the set of job responsibilities attached to the interim principal at the high school.

Title 1—Title 1 requires that there be a policy that about the process for the involvement of parents in the process and implementation of the program. Ms. Patchak-Layman was concerned that O.P.R.F.H.S. was not following letter of the law. She attended the first parent meeting of Title I parents. They were not informed of the opportunities to help develop the program or that they had responsibilities in terms of Title I at that orientation.

While not a *School Code* issue, there had been some miscommunication regarding the scheduling of students in the appropriate music programs. She suggested communicating to parents earlier in the summer regarding changes, auditions, etc.

Her final concern was a personal one that concerned the Board of Education's lawyer who FOIA'd her email to the State. The State asked if she wanted her contact information included. She had no problem with her contact information being included. Why did the Board of Education lawyer not ask her for the email directly and who authorized him to FOIA it. Dr. Weninger was unaware of any administrator that would have authorized that. Mr. Allen expressed concern about a contractor go behind their backs as alleged. Ms. Patchak-Layman was troubled that a contractor would FOIA her letter instead of asking her for it. Dr. Weninger noted that he would call the principal of the law firm regarding this issue. Dr. Lee felt that was a form of intimidation. Mr. Rigas added that the lawyer had been asked questions about the legalities of closed session.

In order to alleviate some stress for both incoming and returning students, Mr. Conway suggested moving up the registration deadline,

especially for the families where fees can hit them all at once. He also noted that the Board of Education collectively takes responsibility for the Special Education Department as well as all departments and that is why they stay so late in the evening to give the best opportunity for all students. Ms. Patchak-Layman also hoped that the school would look at the registration process, not just the paperwork earlier. Students had to wait a very long time in line; when she has to wait, it is a signal that the institution does not respect her. Mr. Conway clarified that there were long lines because people were late getting the information to the school. Mr. Conway noted that a student is entitled to a free education in the community in which he/she lives.

Mr. Conway noted that Board of Education members were introduced on Tuesday to the new teachers. He noted that there was very little diversity in the number of new teachers. With the problems of African-American male students, he would like to see sensitivity/ cultural conversations. He would like to have the superintendent look at ways for this to happen. This is a diverse community; there should be some diversity training. Police officers do it every year. He did not take for granted that just because someone claims to treat everyone the same way that the person really does so.

Principal's Report

Mr. Vogel thanked the Board of Education for the opportunity to serve as the District's Interim Principal. Other than a fire drill and a tornado drill, the beginning of the school year has been quiet.

Mr. Vogel reported that O.P.R.F.H.S. began a Transfer Student Program on Monday to assist students in their transition to the high school (39 of the 90 students eligible attended). Mr. Stelzer and Ms. Milojevic both head the program and they will continue to work with these students. It was unclear as to why the other students had not participated. Mr. Rigas was interested in knowing how many per class did not attend; a transferring senior may not have as much interest.

Mr. Vogel reported on a preview program for freshmen followed by an activity fair.

Mr. Vogel reported on a letter written by the parent of a disabled student who participated in the summer musical, noting that the child's experience was appreciated and beneficial.

Mr. Vogel reported that the Girls' Golf Team won its first meet.

Mr. Vogel reported that the Field Museum thanked O.P.R.F.H.S. for its continued support of its internship program and that one O.P.R.F.H.S. student had participated.

Mr. Vogel reported that ACT notified O.P.R.F.H.S. that one O.P.R.F.H.S. student received a score of 36—a perfect score.

**College Transcript
Class of 2007
Post Secondary
Plans**

Mr. Vogel presented a summary report compiled by the Counselor Division for the Class of 2007 Post Secondary Plans. It was noted that 712 final transcripts were mailed post graduation to 222 college. Mr. Edgcombe thanked Ms. Kyrias, retired Director of Guidance, and the members of her staff for compiling this report.

The breakdown as to where the students plan to go next in the 2007-08 year was as follows:

	4-year Colleges	Junior Colleges	Military	Career Choice	Other
Boys	34.0% 269	9.1% 72	.5% 4	2.3% 18	4.6% 36
Girls	39.9% 315	5.5% 43	0% 0	.5% 4	3.8% 30
Total	73.8% 584	14.5% 115	.5% 4	2.8% 22	8.4% 66

**Superintendent's
Comments**

Dr. Weninger welcomed Don Vogel, the new interim principal.

Dr. Weninger reported on the new teacher orientation/induction and mentoring program that was implemented this year.

Dr. Weninger reported that the District Leadership Team held a retreat at the Oak Park Country Club at no cost to the district through the generosity of a Board of Education member.

Dr. Weninger reported that Institute Day was Wednesday, August 21, 2007.

Dr. Weninger reported that a meeting with the faculty was held concerning the organizational structure and the principles/vision/objectives and proposed District goals.

Dr. Weninger thanked both the Villages of Oak Park and River Forest for their continued support in providing School Resource Officers to the high school.

Dr. Weninger also thanked staff for working diligently through the enrollment, residency, and registration process, noting that the process would continue to be reviewed for legality and efficiency, and most of all improvement.

**District Committees/
Liaison
Reports**

Faculty Senate—Mr. Hunter reported that it was nice to be here at the Board of Education meeting. He thanked the Board of Education for the opening breakfast as it is a nice tradition. It has been a busy summer with students and faculty. As a representative of the faculty, he acknowledged the Board of Education for the division of the superintendent and principal roles. He applauded the hiring of Dr. Weninger and his choice for principal, Mr. Vogel. The move was reflective of the enjoyable opening of school. He believed that the faculty truly embraced the responsibilities it had taken on over the course of the summer months. He looked forward to getting on with the school year.

Mr. Hunter reported on his lunch with Dr. Weninger that day and noted that he was looking forward to working with him.

ED RED—Dr. Millard, as liaison to the ED RED organization, she was informed that ED RED was requesting that an O.P.R.F.H.S. Board member join its executive committee. Heavily weighted with northern school districts, ED RED wanted more western school participation. Because of the time commitment of this obligation, it would be difficult for Dr. Millard to take on this responsibility. She noted that she would forward the email request to the Board of Education members. Dr. Millard felt it would be beneficial for O.P.R.F.H.S. to participate with other districts on legislative issues.

Ms. Patchak-Layman noted that she attended the West 40 Board of Education meeting. HARBOR Academy has been renovated and expanded and was ready to proceed. More space was added and a tile mural was installed in the entryway. There is an interest in both the middle school and the high school having conversations about what the best placement is for students before coming to the high school. West 40's charge is to help districts that do not make AYP. One of its services is to work with the leadership of those schools. A survey of the participating school districts was conducted and the results were that its services were well received. West 40 looks at professional development to see what effect it has had on the educational experiences for students.

Consent Items

Ms. Fisher moved to approve the consent items as follows:

- The open minutes of June 19, 21, 28, July 12, 17, and August 15, 2007 and the closed session minutes of June 19, 21, 28, July 12, 17, and August 15, 2007, and a declaration that the audiotapes of January 2006 be destroyed;

- Personnel Recommendations (attached to and made a part of the minutes of this meeting);
- Resolution Ratifying and Confirming Execution of certain vouchers and payment of certain bills and expenses, fund transfers and list of bills for August 2007 (attached to and made part of the minutes of this meeting);
- Resolution Authorizing Execution of Certain Vouchers for the Month of September 2007 (attached to and made a part of the minutes of this meeting);
- Check Disbursements dated August 23, 2007 (attached to and made a part of the minutes of this meeting);
- An additional 1.5 FTE to provide Buildings and Grounds with additional building coverage for a one-year trial basis;
- Deletion of Policy 5114-3, Student Discipline Pertaining to Psychostimulant Medication;
- Amendment of Policy 5114-A, Hazing;
- First Reading of Policy 5200, School Choice; and
- Approval of Cargo Van Bid;

seconded by Dr. Millard. Discussion ensued.

Dr. Lee asked why the format for the personnel recommendations for Richard Deptuch and Richard Perna were different. Mr. Edgecombe explained that Mr. Deptuch, although technically was not a new employee to the District, was being rehired as such. The other people in the positions presented were going into leadership positions.

Ms. Patchak-Layman, referring to the intern leadership appointment, asked about the job responsibilities and the salary. Mr. Edgecombe noted that because Mr. Deptuch was a retiree and thus limited to the number of days he could work, he would provide leadership to one of the counselors, Carolyn Ojikutu, to assist when he was not in attendance. Ms. Ojikutu would be paid a stipend of \$3,500. This would provide a leadership opportunity to someone who will receive a Type 75 in January. It is also an important to step forward in one of the District goals—the advancement of minority faculty to administrative-level positions. Ms. Ojikutu will keep the same caseload of students. While Ms. Ojikutu will do part of Mr. Deptuch’s job, she will not have

administrative responsibilities. Ms. Patchak-Layman continued to ask Ms. Ojikutu students' backup if there were a conflict between fulfilling both the responsibilities. Mr. Vogel noted that he would pick up responsibilities for the counselors when necessary.

Concerning the Assistant Athletic Director (AAD) recommendation, Colleen Breen, Ms. Patchak-Layman asked where she had gleaned experience in the sports program. Mr. Edgcombe responded that this individual worked in the District as coach and an assistant coach. The hiring committee and the Athletic Director felt she was the best candidate to meet the goals and objectives of that area. The Superintendent made the expectations clear. At this point, the District must have confidence that the Superintendent will be able to meet those expectations with the new AAD. While she is not a minority candidate, she is an O.P.R.F.H.S. graduate. Dr. Weninger stated that the interview team did meet an individual with extensive experience with minority and inner city athletes. That individual withdrew her application almost at the last minute. Both Mr. Stelzer and Ms. Milojevic have begun a review of participation level by ethnicity. Ms. Patchak-Layman stated that the Board of Education has a commitment to have a broad range of ethnic and minority groups represented. Many of the personnel recommendations have been accompanied by the words "just this one." When staffing is complete, it will not represent the population of the school. Dr. Weninger noted that he had been on the job for just one month and twenty-three (23) days. The administration had to get the school started and he did not know how to react to criticism that is based on strictly on superficial information. He could not give Ms. Patchak-Layman a blow-by-blow, minute-by-minute accounting of what the administration tried to do to employ people of color in the past. He asked that she trust him. Ms. Patchak-Layman responded that she looks at the City of Chicago that is able to hire many minority candidates and she did not understand how Chicago could do it and O.P.R.F.H.S. could not. She noted her disappointment in this because there is a long string of these appointments and that is the reason that is always given. If this process does not reflect the students at the school, many things need to be revamped, including the hiring and other people.

Dr. Millard stated that the Board of Education goals were coming up for discussion tonight. If Ms. Patchak-Layman were asking Dr. Weninger to change things in seven weeks, that would be unreasonable. However, the Board of Education can ask him what he will do at the end of the year to bring in candidates that reflect that population of the school. She asked Ms. Patchak-Layman if she would have preferred not putting anyone in the position. Ms. Patchak-Layman stated that she would have reopened the search. Mr. Rigas noted that the difficulty with that is that

many people already have their contracts and they would not be looking for such a position.

A roll call vote on the approval of the consent items resulted in all ayes. Motion carried.

Acceptance of Gifts and Donations Dr. Lee moved to accept with gratitude the gifts and donations, as presented (attached to and made a part of the minutes of this meeting); seconded by Ms. Fisher. A roll call vote resulted in all ayes. Motion carried.

Presentation and Approval to Display The 2007-08 Budget Dr. Millard moved to approve the display of the District 200 Tentative Budget for FY '08 to be placed on public display for 30 days beginning August 24, 2007; seconded by Dr. Lee.

Ms. Patchak-Layman was informed that amendments could be made to the budget up until the time the Board of Education voted to approve the budget. If changes were going to be made, Ms. Witham asked that they be brought to her attention now.

Discussion ensued regarding the monies donated by the Township to fund the intramural program. Ms. Patchak-Layman wanted to see those funds generated from O.P.R.F.H.S.'s budget and not the Township's because O.P.R.F.H.S. had enough funds to take control of it. She also stated that intramural programs should take place at the school whether there are funds for them or not. The Township, in the larger community has been presented with more needs than it can handle.

Dr. Lee learned that the Township's funds of \$15,000 covers approximately 80 to 90 percent of the intramural budget. However, that does not include facility rental, maintenance or security.

Ms. Fisher noted that entities in Oak Park and River Forest have a history of working together. The high school has supported the Gang and Drug Task Force. The high school has also provided funds to the Early Childhood Collaboration. It is not inappropriate for various governmental entities to support each other. She did not object to the Township supporting this program.

Ms. Patchak-Layman reiterated her position that O.P.R.F.H.S. had more dollars than the Township for the types of intervention programs the Township wants. She suggested that the high school allow the Township have those dollars for its other requests.

While understanding the sentiment, Mr. Edgecombe noted that doing so would drive up the cost up if it were strictly the high school's program.

There will be pressure to have salary increases and he suggested that they would increase significantly.

Dr. Lee stated that when someone offers him money, he accepts it. Mr. Rigas was in favor of maintaining status quo. Dr. Millard concurred. Mr. Conway stated that the Township takes pride in supporting this program; it reaches out to at-risk students, gives them an opportunity to participate, meet the students, and be a part of it. As Ms. Fisher stated, governmental entities are just passing dollars back and forth. Mr. Conway concurred with status quo. Ms. Fisher added that while intergovernmental cooperation is worth supporting whether it comes from or goes to, O.P.R.F.H.S. does zero-based budgeting and to fund this program would take away from somewhere else. Mr. Allen stated that in an era where revenue sources are limited and O.P.R.F.H.S. is scrimping to get to that party, it seems foolhardy to turn down an entity that wants to pay for this program. Mr. Conway noted that the consensus was to leave it in the budget.

Mr. Conway asked if the District know who was retiring at the ends of this year. Mr. Edgecombe responded affirmatively. When asked when the selection process begins, Mr. Edgecombe stated that while process begins now, it does not get serious until January and February. Mr. Conway was informed to bring viable candidates names forward as soon as possible. Mr. Edgecombe attends three primary job fairs in the Chicago area. They are as follows: the College of DuPage (the NWPA Job Fair), the University of Illinois-Chicago Job Fair in March, and the Small College Job Fair in March. In addition, he has attended the job fair at Governor's State.

The discussion concluded and a roll call vote to approve the display of the District 200 Tentative Budget for FY '08 to be placed on public display for 30 days beginning August 24, 2007, resulted in all ayes. Motion carried.

**Report on 2007
AP Exam Scores**

Mr. Galluzzo provided the following written Advanced Placement Exam Report.

“Our new Advanced Placement Exam administration was challenging in more ways than anticipated. The numbers of students enrolled in AP courses indicated that there would be some logistics questions to resolve but other issues quickly surfaced: how to process and collect 900 student registrations, how to improve communication with teachers and students, and how to identify Special Education candidates and meet their specific requirements. The exam administration from start to finish was a success with the help of some AP veterans and few “rookies” who were new to the peculiar requirements and expectations.

The score results presented are indicative of high quality teaching and learning. In addition, of course, there is room for improvement.

“In August 2007, there were just over 1700 enrollments in AP courses, up from 1200 in 2006. The increase was largely due to the junior year honors English course adding components to mimic AP English Language (about 300) and increase in a few other disciplines. Anticipating about 900 students registering for exams necessitated finding a more efficient method. Thanks go to Jacqui Charette-BassiriRad, the Bookstore Director, for processing checks, credit, cash and forms for over 700 students in one week. This year the registration began in February to facilitate database management. This helped to more accurately count and verify registrations and then to order examinations. I consider this result so positive and beneficial that I would like to begin this process earlier in 2008.

“The large number of registrants for five exams led a hunt for larger spaces, bringing us to our gymnasiums. We had terrific cooperation from the PE division; we displaced a number of teachers for almost a week, knocking them off their syllabi and disrupting their lesson plans. Using the gyms on the third floor allowed us to control traffic in and out and to better manage the timing and execution of each exam. Unfortunately, we may need to look at this solution yearly.

“Communication was improved this year, but needs an upgrade. With our increased offerings and personnel changes through the past five years, we have quite a few teachers new to AP demands and expectations. We will schedule an information meeting with all teachers of AP courses in September and then a follow-up in January before the registration process. We will continue to use an email distribution list for updates.

“Special Education students presented challenges this year both in their numbers and peculiarities. Twice as many students doubled the number of exams with special requirements. We have begun to examine more effective ways to process these students to make their AP exam experience a positive one.

“In 2007, there was a 24 percent increase in exam candidates. Using our own calculation codes, the largest increase was for multi-ethnic (200%) and next was Caucasians (86%). The increase in the former category may be due to different interpretations of the concept and the fact that this is a self-reported item. Our target areas, African American and Hispanic, were up 72 percent and 76 percent respectively; these are positive gains, though in absolute terms the numbers are not very high. For example, based on a population of 3,150 students, approximately

34% of white students, 5 percent of African American students and 18 percent of Hispanic students took AP exams.) Gains have been made in certain disciplines by differing interpretations of prerequisites, and more flexible recommendation processes. We should continue to explore ways and means to move these numbers (and the students they represent) in the direction we would like them to move. For me, there is no question that the participation in these courses benefits our student body as a whole and each individual student who is exposed to and influenced by a more challenging curricular environment.

“This year’s thank you list would add another sheet to this report. Conversations with Division chairs and individual teachers helped develop ideas to improve the process as did the logistical expertise and influence of Kathy Kyrias. Robert Zummallen and the B&G staff continue to amaze me with their efficiency and attention to detail. Lively discussions with Mr. Prale served to crystallize processes and direction. In addition, the volunteer corps of proctors, led by Laura Gruber, once again admirably met the challenge of the increased numbers, locations and time. Their efforts are invaluable to the success of O.P.R.F.H.S.’s AP program.

Subject	5	4	3	2	1	Total	%--5	%--4	%--3
Art History		2	2			4	0.00	0.50	0.50
Biology	30	11	1			42	0.71	0.26	0.02
Calculus AB	36	37	18	6	3	100	0.36	0.37	0.18
Calculus BC	26	8	8	4	3	49	0.53	0.16	0.16
Chemistry	15	13	2	0	0	30	0.50	0.43	0.07
Computer Science A	2	9	3			14	0.14	0.64	0.21
EconomicsMacro	26	28	5	2	0	61	0.43	0.46	0.08
EconomicsMicro	16	21	10	3	0	50	0.32	0.42	0.20
English Language/Comp	56	59	96	53	3	267	0.21	0.22	0.36
English Literature/Comp	30	85	109	37	0	261	0.11	0.33	0.42
Environmental Science		10	10	7	8	35	0.00	0.29	0.29
European History	37	24	16	2	0	79	0.47	0.30	0.20
French Language	0	1	3	1	1	6	0.00	0.17	0.50
German Language	2	2	1	0	0	5	0.40	0.40	0.20
Govt & Politics Comp		1				1	0.00	1.00	0.00
Govt & Politics US	13	20	13	3	0	49	0.27	0.41	0.27
Italian Language	2	1	4	3	7	17	0.12	0.06	0.24
Japanese Language	1	1	2	3	3	10	0.10	0.10	0.20
Latin Vergil	1	1	0	0	0	2	0.50	0.50	0.00
Music Theory	1	5	5	2	0	13	0.08	0.38	0.38
Physics C E&M	5	6	2	3	0	16	0.31	0.38	0.13

Physics C	3	9	5	0	0	17	0.18	0.53	0.29	
Mechanics										
Psychology	67	79	30	29	21	226	0.30	0.35	0.13	
Spanish Language	6	12	16	12	6	52	0.12	0.23	0.31	
Spanish Literature	0	0	0	1	0	1	0.00	0.00	0.00	
Statistics	7	22	27	16	7	79	0.09	0.28	0.34	
Studio Art-Drawing		1	4	2	1	8	0.00	0.13	0.50	
Studio Art -2D		2	4	4		10	0.00	0.20	0.40	
Design										
Studio Art- 3D						0	#####	#####	#####	
Design										
US History	55	49	18	11		133	0.41	0.37	0.14	%5-4-3
Total Grades Reported	437	519	414	204	63	1637	0.27	0.32	0.25	0.84
Percentage of Total	27%	32%	25%	12%	4%	100%				

2007 Advanced Placement Examination Score Summary

Mr. Prale noted that this report pushes the District to look at how it is disaggregating AP data. It encourages division heads to get a better read as O.P.R.F.H.S. disaggregates by ethnicity. While there were increases in all areas, there is a disproportionality in these exams. Instructional Council has talked of forming a Learning Team that will set terms and chart courses as far as AP participation.

Mr. Rigas stated that a couple of years ago, Rich Mertz was rejected from Triton Dual Credit Program because he did not have major or master in the content area. He had since learned that the person who taught the course did have a Political Science degree. Mr. Rigas asked if Triton had rejected that. The response was that Triton has reviewed its practices and has said that because of *The School Code of Illinois* and regulating agencies, they have to hold to the fact that the teacher must have 15 hours, either in undergraduate or master level courses, in the specific content area. Mr. Rigas suggested exploring whether the person had the necessary credentials.

Mr. Prale responded to Ms. Hines' questions about special education problems, noting that there were logistical concerns; i.e., accommodations (space, personnel, audio or recording equipment, etc.). The need has to be determined, personnel hired, and time requirement acknowledged, etc.

Ms. Patchak-Layman asked for the raw number of students who participated who were either identified as Special Education or a minority student.

District Goals for

Ms. Fisher moved to approve the District Goals for the 2007-08

**The 2007-08
School Year**

School Year, as presented below:

1. Improve academic achievement for all students with an emphasis on minority and special education students.
 - a. See attached AYP/Safe Harbor targets per ISBE and NCLB.
 - b. Develop a systemic and systematic method of tracking student achievement over time, including baseline data grades 6 – 12.
 - c. Establish clear standards of measurement for comparing and analyzing the performance of students within the same cohort over time.

2. Improve school climate among students and staff by
 - a. improving the transition of incoming freshmen from elementary/middle school to high school;
 1. academic (grades and standardized achievement test scores), attendance, and disciplinary records
 - b. improving the transition of incoming transfer students from non-community based elementary, middle, and high schools;
 1. academic (grades and standardized achievement test scores), attendance, and disciplinary records
 - c. increase the participation of students in co-curricular programs (activity, athletic, intramural);
 1. accurate and complete tracking of student participation by area, gender, class, ethnicity, and duplicated/unduplicated count
 - d. assess the effectiveness of school initiatives (academic and co-curricular), make recommendations for change, and implement changes;
 1. develop formal methodology for the assessment of all school initiatives
 - e. develop a comprehensive professional development program for staff; and
 1. establish programs for employee groups and track involvement
 - f. increase student and parent efficacy within the school.
 1. survey students and parents

3. Expand recruitment and employment efforts, and increase the number of minority administrators and faculty.
 - a. Develop overall recruitment and employment model and system.
 - b. Increase number and type of job fairs attended.
 - c. Create recruitment team with representation from administration, division heads, and faculty.
 - d. Employ 20% of incoming faculty and administration as minorities.

4. Develop and implement a new organizational structure.
 - a. Survey staff and parents.

**2007 – 2010 PS&E ISBE/NCLB Performance Goals
Percentage of Meets/Exceeds Student Scores Required to Make AYP or Safe Harbor**

	2007	2008	2009	2010
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Subgroup	AYP Target	% Meet/Exceed*		AYP Target	Safe Harbor**		AYP Target	Safe Harbor**		AYP Target	Safe Harbor**	
		Reading	Math		Reading	Math		Reading	Math		Reading	Math
African American	55	33.1	32	62.5	39.8	38.8	70	45.8	44.9	77.5	51.2	50.4
Special Education	55	39.5	37.7	62.5	45.6	43.9	70	51	49.5	77.5	55.9	54.6
Low income	55	36.4	24.2	62.5	42.8	31.8	70	48.5	38.6	77.5	53.7	44.7

*These are the actual percentages of students in the class of 2008 who met/exceeded AYP in the spring 2007 testing.

**Safe Harbor is based upon the proportion of scores not meeting/exceeding standards the previous year. Schools can make Safe Harbor if they reduce by 10% the proportion of scores not meeting or exceeding standards from one year to the next.

seconded by Mr. Allen. Discussion ensued.

Ms. Patchak-Layman asked why this was an action item as it had not been a discussion item previously, per Board protocol. Mr. Rigas suggested having the discussion at this time. Ms. Patchak-Layman continued that the community has the right to have an opportunity to reflect on the goals. She felt the Board of Education members needed to reflect on them as well as the goals are the responsibility of the Board of Education. The Board of Education sets the goals/direction and the administration implements that direction. Some of the new Board of Education members want to have their thoughts heard.

Dr. Lee, while having not thought about Ms. Patchak-Layman's statement, felt he could agree with her and he asked if taking another month to approve the goals would be an impediment to the District. Dr. Weninger noted that it had been a matter of timing ever since May 15. He hoped that the timing would be more favorable in the future. He did feel waiting would be detrimental because the school year had started. Delaying a month would mean delaying a month out of the year. In October, Dr. Weninger will provide a comprehensive plan to address student achievement.

Ms. Patchak-Layman reiterated that the Board of Education has always had two opportunities to reflect on items. Dr. Millard suggested that the Board of Education discuss what was presented. If a more elaborate discussion should need to occur, the Board of Education could determine whether action should be taken at this meeting.

Dr. Weninger reviewed the goals as presented. He noted that there should be only one set of goals for the Board of Education, the District and the staff. In addition, part of the October Plan will be to develop a system of tracking data, including baseline data. He suggested that the school go back to where the student enters. There are different sets of students and the school needs to determine how much time it has with them in order to affect student achievement. The school will begin with the transfer students.

Regarding increasing school climate with co curricular programs, Dr. Weninger stated that he wants to look at gender, class, ethnicity and

both duplicated and unduplicated students involved with co-curricular programs.

An evaluation of the initiatives will be made which will include who is involved from the staff, what is the purpose, which students are involved, what is the cost per capita, etc. He felt that when this evaluation is complete, the District would need to collapse and refocus its efforts on fewer programs with more intensity. There may be some overlap with the many programs now in place and a way can be determined to make them more effective.

Another area will be to provide professional staff development relative to the Board of Education goals, i.e., sensitivity training, areas for student achievement, security, etc.

The District will increase student and parent efficacy in the school. The District will attempt to make those parents and students, reticent about coming to the school and talking about issues and concerns, feel more confident about coming to the school.

The District needs to increase the number of job fairs attended and its recruitment team. The goal will be that the new hires will be 20 percent minority. He felt this was a first step.

Discussion will ensue regarding the new organizational structure with parents and faculty about the program.

Mr. Allen asked if it was his intent to make AYP. Regarding the new model and system, including the recruitment of people at minority universities, how did Dr. Weninger plan to accomplish that. The response was by the Internet, minority job fairs, and, initially, reaching out personally. Mr. Allen wanted to see a retention program included in the recruiting program.

Ms. Fisher was very pleased to see 2.d. "Assess the effectiveness of school initiatives (academic and co-curricular), make recommendations for change, and implement changes." She noted that Mr. Prale would recall her speaking about fine-tuning the list, what that entailed and the dollar amounts.

Ms. Patchak-Layman asked what programs would be part of improving academic achievement. This is just the data. Dr. Weninger stated that "2.d." means looking at all of the academic programs and determining what needs to be accomplished. The October Plan will be comprehensive.

Ms. Patchak-Layman asked why the District was not setting its AYP standards based on what the District knows the elementary schools are sending to it. If eighth graders are coming forward and 60 percent of the African-American students are meeting or exceeding based on ISAT Standards. Mr. Rigas noted that this was a different test. The state mandates the use of this measurement. It is expecting that those students who meet or exceed will not decline. Mr. Rigas asked if Ms. Patchak-Layman were suggesting that O.P.R.F.H.S. students were regressing in reading. Ms. Patchak-Layman stated that the state has said that the students who have met or exceeded these state standards would not be expected to regress. Mr. Rigas stated that the tests were not comparable and that she had no statistical information.

Mr. Prale reported that O.P.R.F.H.S. has begun giving reading tests when students enter their freshman year, at the end of their freshman year and at the end of the sophomore year. Thus, it has three data points for a group of students in the College Prep Program. Copies of that report were given to the Board of Education. In the matched scores, there is a group of 30 students out of 160 for whom the program did not add value. This percentage did not gain at any point. The program did work legitimately for a small group of students. Dr. Spight said it was not specific to race or gender. Mr. Prale would not want to say everyone has gained from the program. However, students tend to gain at a rate of a little over a year when involved in the College Prep program. That is why the College Prep Program was developed and students were given additional study time, help with organizational skills, i.e., skills to support them. To compare ISAT with PSAT would be difficult, but what the District could do is construct a methodology more specific for what it wanted to know, chart that data, report it, and then change instructionally. for a few ears we have been

Dr. Millard added that there was no one who wants the high school students to regress, but the school needs to compare apples-to-apples to see if they are progressing, as is being suggested. The District needs to keep students together and not take a separate group and compare those scores. The District must know what do for those groups of students to raise them up. She commented on the measurements. The District can compare AYP, which gives a point in time to compare. Most points in school improvement need comparative data. Is there a goal in mind to have a certain percentage of students participating in extra curricular activities? The only way to know is through comparative information. Dr. Weninger stated that he struggled with 2A, B, C, because there is no baseline data from which to start. Dr. Millard suggested that in lieu of that, setting a number as a goal. She wanted to see specific information with which to assess the District at the end of the year. Dr. Weninger noted that he would take that suggestion back to staff and implement it.

Dr. Millard stated that regarding recruitment, the District wants any one and everyone in the school community to put forth the names of applicants. She questioned whether 20 percent minority hiring would be enough. Dr. Weninger stated 20 percent was a number that was picked to see if it could be achieved.

Mr. Rigas asked Mr. Lanenga if clubs and activities could be set up as a class in Skyward. Mr. Lanenga stated that while the capability is there, it must be determined who would put in the data and how it would be tracked. If a class is set up, attendance must be taken and that would trigger the automatic attendance caller.

Teachers would be recruited by:

- 1) Including student teachers as a recruiting method and conversing with schools with which O.P.R.F.H.S. has relationships for student teachers; and
- 2) Staying in touch with minority students who have graduated from here and determining whether they are high school education majors.

Dr. Lee stated that if the District were to make even fair progress on the fourteen subtopics in the next year, he would consider that an enormous accomplishment and that would possibly outweigh the concern he had about waiting a month to vote on the goals. If real progress were made, he was willing to forfeit that month even though it would be desirable.

Mr. Conway admitted to not being a “numbers guy” because he did not put too much credence in numbers. He was a “people person” and the success of O.P.R.F.H.S.’s students depends on the adults both inside and outside of the building. They need advocates. Adults leading clubs and activities must have heart. These students also need the community’s assistance. The Math Academy at District 97 helped its students to test out into advanced math classes. Board of Education members are no longer reviewing books for the classroom. He suggested residents give feedback on the books. He stated that there needed to be a way to stop arguing about what happened in the past; he was not interested in the past. However, he understood that the District has to look at various ways to address these issues. If the District can tap into the vast community of persons who have so many gifts, figure out a way to get the parents more involved, and to get teachers to develop relationships with the students. All students are different. If every teacher teaches the same way to every student, someone will lose out. Counselors need to see their counselees more than two or three times per year. Students need help making earlier decisions to go to

college. At-risk students who are involved in activities turn out to be less at risk.

Ms. Hines asked if Dr. Weninger would consider seeking outside consultants, someone with experience in curriculum or minority students, i.e., professionals who have experience in how African-American students learn. She also asked if the District would recruit at historically black colleges, i.e., Howard and Spellman. Ms. Hines noted that she looked forward to hearing about discipline and Special Education in October. She concluded her remarks by saying that the District needs to reach out to community and other educators. It would save money and help the school.

Ms. Johnson hoped that the goals were good but they need improvement. She stated that it was not just minority teachers that were needed, but those who can teach. She tracks students. One O.P.R.F.H.S. student left O.P.R.F.H.S. with 1.9 GPA and when that student went to college, he had a 4.0 GPA. She talked about how well her own family was doing in college and the fact that it takes time to grow. All children need to be represented. While some of the things she and others do come off as being busy bodies, they do them with love and caring. They treat everyone the same. People need to work together for the benefit color of the students. It is hurtful to listen to a group of people say these students are coming from different communities. Ninety-five percent of the students come from Oak Park. Students are born and raised in this high school. She offered to work in any way possible. Until all groups can work together, there will be a gap.

Ms. Reynolds referencing the chart published in *Wednesday Journal* and the story about AYP, thought it was an apples-to-apples comparison that went from 2004-05 to 2006-07. She remembered that there was a decline in reading scores for black students in 2004-05. Fifty-two and a half percent met or exceeded standards. In spring of 2007, it dropped to 33% and that the scores for white students dropped from 86% in their freshman year to 81.5% in their junior year, she thought. There is an apples-to-apples comparison and there was a decline. There was a lesser decline in some of the math scores. She applauded Dr. Weninger for hosting a Town Hall meeting but was concerned about only a handful of people to hear about these goals at this meeting. In addition, she was concerned that they were being voted on after such a short period. She also applauded him for addressing special education and the academic achievement gap. She felt a major step would be accomplished by compliance with special education laws and rules from the top administrator on down and to get regular training and to insure that the entire department complies with the laws. She felt that there

would be better academic achievement if there was compliance. She noted that the goals did not mention the discipline system and there is a great deal of concern in the community about discipline.

Kimberly Werner, addressing a question to Mr. Prale, asked whether the kids in the college prep program, others than those in self-contained special education classes, is everyone not in honors in College Prep? In looking into the area of AYP, there were many fours that could be compared. Mr. Prale responded that the test goes up to 12 and then PHS (post high school). The mean in the College Prep class is 10.2. The District's ninth graders are, on average, reading at the 10th grade level. Ms. Werner stated that then the students who were scoring fours in the bottom quarter on PSAE had improved rather than regressed. Mr. Prale concurred. Everyone improves about a year, but it may not close the gap to his/her grade level. Ms. Werner responded that meeting AYP for several of these groups is what the District wants and by any amount is welcome. However, with Safe Harbor, there is a 3% point window so if African-American reading scores were instead of 33.1% met or exceeded got it up to 36.8 percent would fall into safe harbor. I would welcome that improvement, but suggested setting goal of actually making 39, not just Safe Harbor.

Ms. Werner felt involving parents in the issue of discipline was critical. As a parent, she wanted her child to have good behavior and be a good citizen. It is a school/parent partnership. Her son had a few consequences last year and she found working with the school to be difficult. Her goal was to teach him, not just good behavior, but to be a good citizen. The school needs to actively engage parents and have significant dialogue about this issue.

Ms. Patchak-Layman, referring to discipline, asked where in the goals would such a conversation occur. Where is the information about improved instruction addressed in the goals for staff and how would the school look at improved instruction? She also wondered about last year's goal of freshmen having a staff mentor. Now that there is staff with supervisory, her goal would be for the Project Scholar model, a staff person who knows the child, follow up with them, and would be a model for them, especially for freshmen because they have study halls. Relationships, as Mr. Conway said, are very important. She did not see that in the goals. She would also like to see more coordination between Special Education transition and joint coordination of transitions with District 97 and District 200. A strategic plan is needed because these goals will not propel the District to go where it wants to go. Is tracking helpful or does it keep numbers staggered for PSAE. There are many data and in reading last year's goals, she saw the same things. Being able to give a list to say that the school now has these students does not

say that the students of the school are going to have a good education because of it. The community needs to look at this and give its feedback. Part of the Board of Education discussion is to help the administration set good initiatives or areas to explore. Mr. Conway agreed, but stated there must be a starting point. Ms. Fisher noted that she suggested implementing a strategic plan; however, she agreed with Dr. Lee that if the District were able to meet these goals to a significant degree by the end of the year, it would be significant progress. She did not feel it was wise to delay embarking on these goals to embrace a larger process. Discussion had occurred about the possibility of not delaying the goals and not approving them tonight. Dr. Weninger has set a Town Hall forum and the public will have the opportunity to give its input. The Board of Education can then talk about going into a strategic planning process. However, she felt to delay this vote would impede the District's progress.

There was consensus to move forward with the vote. Mr. Conway added that Dr. Weninger had agreed to meet with various groups in their homes, in more informal locations, about his vision, plan of action, etc. Mr. Conway felt this was exciting.

A roll call vote to approve the District goals for the 2006-07 school year as presented, resulted in six ayes and one nay. Motion carried. Ms. Patchak-Layman voted nay.

Closed Session

At 11:12 p.m., on Thursday, August 23, 2007, Mr. Rigas 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; and 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 Ms. Fisher. A roll call vote resulted in all ayes. Motion carried.

Adjournment

At 12:20 a.m. on Friday, August 24, 2007, Mr. Allen moved to adjourn the Board of Education meeting; seconded by Dr. Millard. A roll call vote resulted in all ayes. Motion carried.

Jacques A. Conway
President

John P. Rigas
Secretary