

August 27, 2015

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, August 27, 2015, in the Staff Café and in the Board Room of the OPRFHS.

Call to Order

President Weissglass called the meeting to order at 6:35 p.m. A roll call indicated the following Board of Education members were present: Fred Arkin, Jennifer Cassell, Thomas F. Cofsky, Dr. Steven Gevinson, Dr. Jackie Moore, Sara Spivy, and Jeff Weissglass. Also present were Dr. Steven T. Isoye, Superintendent; David Ruhland, Director of Human Resources and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:37 p.m. on Thursday, August 27, 2015, Mr. Weissglass moved to enter 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; The placement of individual students in special education programs and other matters relating to individual students 5 ILCS 120/2(c)(11); 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. Spivy. A roll call vote resulted in all ayes. Motion carried.

At 7:30 p.m., the Board of Education resumed open session.

Joining the meeting were Tod Altenburg, Chief School Business Official; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Dr. Gwen Walker-Qualls, Interim Director of Pupil Personnel Services; Karin Sullivan, Director of Communications and Community Relations; Sheila Hardin, Faculty Senate Executive Committee Chair; and Hattie Grimm; Student Council Board Liaison.

Visitors

John Stelzer, Paul Collins, Andrea Neuman, Kristin McKee, Anthony Clark, Kyle Farley, Jason Dennis, OPRFHS faculty and staff members; Mary Haley of the League of Women Voters; Michael Rogaine of the *Wednesday Journal*; Terry Dean of the Oak Leaves; Frank Lipo, Joe Connell, Peter Moynihan, Linda Brennan, community members; Steve James, filmmaker; and students Gabe Townsell, Jaime Hernandez, Larry Early, Ben Avis, Kendale McCoy, Charlie Lemke-Bell, and George Brennan.

Mr. Weissglass noted that the meeting was being filmed by those doing the documentary.

Student Recognition The Board of Education congratulated the following members of the OPRFHS Wrestling Team and their coaches for being the 2015 IHSA State Class 3A Wrestling Champions.

Peter Ogunsanya, Jason Renteria, Bobby Campos, Alex Madrigal, Gabe Townsell, Jaime Hernandez, Svonne Bennette, Chris Helm, Larry Early, Bryce Scott, Andrew Borgdorff, Walter White III, Matt Rundell, Jacob Newman, Ben Avis, Max Metzger, Kamal Bey, Rolliann Sturkey, Ben Bergen, Adam Lemke-Bell, Kendale McCoy, Allen Stallings, Kevin Davis, Andrew Matticks, Chris Middlebrooks, and Noah Hauser. Head Coach Paul Collins and Assistant Coaches Mike Powell, Octavius Bellamy, Jim Messer, Jeremy Powell, Peter Kowalczyk, Joe Conway, Donal Collins, Ryan VenHorst, and Fred Arkin.

Coach Collins thanked the school board for recognizing OPRFHS's state, and sometimes referred to as national, champion wrestling team. He spoke of the attributes of the wrestling program at OPRFHS, which showcases OPRFHS's fundamental belief of "Those Things that are Best". The racial breakdown of the 27 varsity team members is 13 Black, 9 White, and 5 Latino. The program challenges the athletes to be the best person they can be by confronting race, equality, privilege, and what it takes daily to become a good person. The 20 seniors who graduated over the past two years have either enrolled in 2-year or 4-year colleges/universities. The program is about growth and development of young men and women. Quoting Arthur Ashe, "Success is a journey, not a destination. The doing is often more important than the outcome." These athletes are asked to continually self-reflect and better themselves every day. They create family-like bonds allowing them to embrace the support of the "Huskie Wrestling Family"; those wrestlers know what it's like to have others feel love and compassion for them as humans first and wrestlers second. Self-awareness is key. The athletes learn to believe in something greater than themselves, which allows them to flourish in this system. He believed a similar system could be created in which all OPRF students are granted the opportunity to develop as individuals. OPRFHS can be the best high school in the country in all aspects. He named several clubs and activities that already showcased the best OPRFHS has to offer, i.e., the Spoken Word Club, the Boys' Track team, and the arts programs, etc. The school should delve into why some programs were successful. Self-reflection is a powerful tool. He has been a Huskie since 1987 when his father began working at OPRF. He was thankful for the recognition that was being given to the program and for the young men who push themselves daily to succeed. On behalf of the Huskie Wrestling Family, he recognized the Board of Education members for their tireless work and service on behalf of the community as volunteers.

**Public
Comments**

Student George Brennan, resident of 1130 Franklin, River Forest, spoke about the possible movement of the graduation date. In the audience were members from the track team, the boys' volleyball team, the boys' baseball team and the tennis team. If graduation were moved to Thursday, May 26, it could conflict with the start of the state tournaments of those teams. In just four hours, 160 students

responded on Facebook; 50 of them supported scheduling graduation on Sunday, May 31, 2016.

Kristen McKee, OPRFHS faculty member, Response-to-Intervention and Reading Program Coordinator at OPRF, provided clarification and information to the discussion regarding the reading program. She read the following statement. "...It is a multi-tiered reading program that was created to meet the needs of students. Read 180 is the scientifically research-based core curriculum addressing reading comprehension, vocabulary, decoding and fluency for the Tier 3 course, Elements of Reading. It was purchased by the District in 2011, we currently pay a minimum maintenance fee of approximately \$3,000 per year which also includes the reading assessment we use for all levels of our reading program including our freshmen. Any change in core curriculum would incur the high start-up costs of new curriculum materials as well as training of teachers. In addition to our core curriculum, we also use other evidence-based curriculums to target significant deficits in multisyllabic decoding and fluency. Social emotional learning is another critical component to all of our reading courses. With our current model of intervention, we are actively narrowing the gap by accelerating our student's growth and we have watched them become engaged and successful learners. This is evidenced by the yearly reports that are provided to the Board of Education. When you receive this year's report, you will find that our students blew their goals out of the water, exceeding our expectations. Having said that, we, as reading teachers, always welcome the chance to discuss our students and work we are committed to."

Anthony Clark, OPRFHS graduate, resident, teacher, and proponent of fiscal equity within a school system made this statement. "To reach fiscal equity, an organization must understand the distribution of wealth between stakeholders. The Oak Park and River Forest's student body represents disparities in wealth. I am not just speaking to wealth in a monetary sense, but wealth in the social and experiential sense as well. Wealthier students enter this high school with advantages. These students come from economically stable homes, from socially engaging settings, from experientially rich academic experiences that better prepare them to succeed academically.

"On the other end of the spectrum, OPRF also serves a growing student population that due to various reasons lacks the various aspects of wealth that their counterparts have experienced. Does this mean that these students cannot be successful? No, this means that a greater portion of resources must be provided to ensure exposure to the social and experiential experiences needed to place them on an even playing field. Elements of reading serves as that resource. Without Elements of Reading, it would be impossible for OPRF to provide all students with a fair shot at a good education.

"Our mission: Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

“Our vision: Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

“OPRF’s mission strives for equity for all students and our vision aims for all students to achieve their full potential. If we are to remain true to our stated mission and vision, then the allocation of funds for a proven comprehensive program that targets those students most in need is the least we can do.”

Brandon Lee, English teacher, supported the reading program, made the following statement: “As a teacher at OPRFHS, he has taught honors classes mainly but a couple of years ago taught elements of reading. Diverse teaching experiences and was so highly as his experience where he saw results in the classroom as he does in elements of reading, student to each ratio, SPED and aid, it is clear that this is helping the most vulnerable kids at school. He wanted to articulate that this is one of the most essential things at the school and it should be safeguarded and expanded and more resources devoted to it in order to help those students who are most vulnerable. It works.”

Paul Collins, an OPRFHS faculty member, read the following statement. “Racial equity is an important and often discussed topic here at OPRF. Three years ago the Strategic Plan Committee came up with a vision and it reads: Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

“Equity is a term used often in educational rhetoric, and if OPRF is going to be at the forefront of this movement it’s time we showed it with our actions.

“I am here to talk about our reading program which has shown action in achieving equity. The majority of the students in our reading program are students of color, stemming from a variety of backgrounds. These are students of color who have been historically marginalized.

“We talk about closing the achievement gap and creating a more equitable school; this program epitomizes these visions and goals.

“As reported to the board last year, 72% of our students met or exceeded their growth goals...They exceeded their peers who are “grade level” of whom 68% met their growth goals. These students deserve this program; they don’t deserve anything less than what’s being provided for them right now. In fact, the educators surrounding this program are continually working to improve how to educate these young men and women. This is reading program is equity in action.”

Linda Brennan, resident of River Forest, spoke about moving the graduation date. She was dismayed that consideration was begin given to moving graduation to Thursday, May 26, because she believed a number of parents would be unable to

attend due to work commitments. It would be an exclusionary policy toward parents and already made travel arrangements would be disrupted.

Peter Moynihan, an Oak Park resident, had one child who was a senior and one who had graduated. He appreciated the difficulty of scheduling. He felt the Board of Education should consider the unintended consequences of moving the graduate date and to look at the IHSA calendar for conflicts. He felt both parent and student input was important. Some parents work second shift and would be unable to attend. He encouraged the Board of Education to defer the decision and to look at scheduling graduation either on May 31 or June 7.

Naomi Hildner, OPRFHS faculty member, spoke in support of the Read 180 program, asking what alternative would be implemented if that program were discontinued. She noted that in order for OPRFHS to affect literacy the way Read 180 has provided, 2 reading specialists would have to be hired with master's degrees. Financially, Read 180 is a product that works; the alternative would be more expensive and, perhaps, not as effective.

Andrea Neuman, OPRFHS teacher and program chair for the emotional development program in the special education department, taught reading in the special education department for five years in a prior district and was one of the first teachers who taught the program when it was implemented at OPRFHS. The students in the Elements of Reading classes, which utilize the Read 180 curriculum, are identified as being at least two grade levels behind in reading. Along with struggling with reading, those students also struggle behaviorally and emotionally for myriad reasons.

Before the intervention system presently in place existed, Ms. Neuman had to create curriculum and gauge the students' abilities. She found it a daunting task and she often felt that she was failing those students. When she given the opportunity to teach the Elements of Reading class and utilize the Read 180 curriculum, she gained the opportunity to truly help those students who were struggling the most. The students started the year unable to decode words. By the end of the year, they left as readers. She shared a story about one student who had been in the reading program for four years. As a freshman, this student was reading at the second grade reading level and could not decode basic words or comprehend grade level text. The student was angry and constantly getting into fights. This student was supported by the reading teachers who constantly encouraged and reminded the student of the importance of reading. When the student graduated, the student was reading at grade level, had a true love of reading and was in all general education classes. This student just started fall semester at Northern Illinois University. These classes are highly individualized and are often conducted with deliberately designed small groups to meet students at their current level, giving them the specific instruction they need to improve their skills. This would not be possible without the current level of support.

Status of FOIA Requests	Ms. Kalmerton reported that 3 FOIA requests were received and resolved.
Student Council	Ms. Grimm was welcomed to the table as the Student Council Liaison Representative this year. Ms. Grimm reported that she was happy to be there and that Student Council was getting ready for Homecoming,
Faculty Senate Report	Ms. Hardin reported that it was a great start and the faculty were happy that the Board of Education had already adopted its goals for 2015-16 school year and appreciated the work it had done over the summer. The faculty especially looked forward to working on the school climate and equity policies and practices, as that was important to the faculty. Faculty Senate also supports the reading program, noting that it is a comprehensive program. Every division benefits from the resources they continue to need.
Superintendent Report	<p>Dr. Isoye reported that the new year started very well. As always, the building becomes vibrant when all of the students, faculty and staff return. The Huskie Kickoff was held on August 17, at which time freshmen were introduced to OPRF so that they could get a head-start as to how to navigate their schedules. During the summer, 140 students volunteered to train as mentors to the 817 freshmen; they greeted the arriving freshmen with great enthusiasm. Classes for all students got off to a smooth start the next day.</p> <p>Twenty-nine OPRF students went to the prestigious Global Student Leaders conference in Davos, Switzerland, this summer. Out of the 1,500 students who attended, two OPRF students were among the 24 award winners for video projects they created for the conference. OPRF senior Nick Drain focused on making computer coding as commonly taught as keyboarding, noting that in the next five years, a million coding jobs will go unfilled due to lack of skill. OPRF junior Annabelle Huber made her video on acceptance and open-mindedness.</p> <p>Dr. Isoye congratulated the cast members Max Gonzalez and Andrew Krueger and production crew members Isobel Duncan, Gabriel Girson, and Jeremy Pesigan, who will be at the prestigious theatre festival in January at Illinois State University.</p> <p>Students will be wearing beachwear to the first home football game due to the work of seniors Will Zimble, Alex Ivanov, and Cal Connolly, who started the new Huskie Spirit Club. Their goal is to build a groundswell of school spirit that will continue after they graduate; more than 600 students have joined the club's Facebook page. Themes have been announced for every home football game, and this will continue for other sports in the winter and spring.</p>
Consent	<p>Mr. Weissglass moved to approve the following consent items:</p> <ul style="list-style-type: none"> ● Check Disbursements and Financial Resolutions dated August 27, 2015 ● Gifts and Donations ● Personnel Recommendations, including New Hires ● Vending RFP

- Medical Transportation Contract
- Speech Therapist Contract
- Occupational Therapy Contract
- Educational Technology Equipment Purchase
- Xerographic Paper Bid
- Mass Transportation Exclusion
- Superintendent Conference & Travel for 2015-16
- West 40 Intermediate Service Center No. 2 Intergovernmental Agreement 2015-16
- Policies for Second Reading and Amendment
 - Policy 3:40, General School Administration
 - Policy 3:50, Administrative Personnel Other Than the Superintendent
 - Policy 3:60, Administrative Responsibility of the Building Principal
 - Policy 5:40, Communicable and Chronic Infectious Disease
 - Policy 5:120, Ethics and Conduct
 - Policy 5:270, Employment At-Will, Compensation and Assignment
 - Policy 5:290, Employment Termination and Suspensions
 - Policies for Amendment
- Policies for First Reading;
 - 2:250 Access to District Public Records
 - 4:45 Insufficient Fund Checks and Debt Recovery
 - 5:180 Temporary Illness or Temporary Incapacity
 - 5:330 Sick Days, Vacation, Holidays, and Leaves
 - 6:15 School Accountability
 - 6:40 Curriculum Development
- Open and Closed Session Minutes of and a declaration that the closed session audiotapes of October and December 2013 be destroyed.

seconded by Ms. Spivy. A roll call vote resulted in all ayes. Motion carried.

Revised Athletic Construction for Summer 2016

Mr. Weissglass moved to approve the revised Athletic Construction Project for Summer 2016, as presented; seconded by Mr. Arkin. A roll call vote resulted in six ayes and one nay. Mr. Cofsky voted nay. Motion carried.

Note: Safety issues were prioritized for the summer of 2016 and the Long-term Facilities Committee will look at the other items. Phase II will not affect Phase I. The temporary fences are related to the construction. Mr. Cofsky did not support this request from a fiscal standpoint, as he wanted a more global picture as to what things needed to be accomplished. One member noted that the need for the netting was anecdotal and this request had not followed the process.

Homecoming DJ Contract with Boom Entertainment

Mr. Cofsky moved to approve the Boom Entertainment contract for Homecoming, as presented; seconded by Ms. Spivy. Discussion ensued.

A concern was raised only about the mechanics of the contract, not the liability and/or the risk transfer. Next year the District will pursue an RFP. The students

have chosen this vendor in the past and they have completed the evaluation of services.

A roll call vote resulted in six ayes and one nay. Mr. Arkin voted nay. Motion carried.

Certification of Summer 2015 Graduates

Mr. Weissglass moved to certify the 2015 Graduates, as presented; seconded by Ms. Cassell. A voice vote resulted in motion carried.

Appointment of Citizens' Council Membership

Mr. Weissglass moved to appoint the members of Citizens' Council for the 2015-16 school year, as presented; seconded by Ms. Spivy. A voice vote resulted in motion carried.

Graduation Date – May 26, 2016

The administration makes the decision as to when graduation will be held. The PEG Committee and now the Board of Education was receiving this information in order to be transparent about the date and the number of tickets available to families as a result of larger class sizes and limited seating space. Discussion ensued.

While one member had supported moving graduation to Thursday night as it had been held on that night successfully in the past with a larger teacher presence, given that athletic contests would occur on the same night, that member and several others felt that graduation should be held on that Sunday, May 31. Several members also felt that student and family input was important. One member stated that any plan to distribute tickets should be held to and abided by in order to be fair.

The date of graduation is under discussion because 3 years ago the high school decided to move final exams before winter break. In the natural course of the calendar, the 2016 graduation date would occur on the Memorial Day weekend. Mr. Weissglass commended the Board of Education and the administration on its decisions to allow the public to hear its discussion. If graduation were held the following Sunday, that would be two weeks after the seniors were out of school and still under the school's rules. June 7 is also not a realistic option because it is outside of the faculty contract. Faculty Senate noted that the student voice is important to all faculty members.

The administration will take this under advisement, get more input, and keep the Board of Education up-to-date. The public's comments were appreciated.

Reading Program Audit

The Instruction Committee members present at the August 18, 2015 meeting providing the following questions to be considered in an audit of the reading program. This would be an activity similar to the audit of the special education department.

1. What is the relative effectiveness of the READ 180 program?
2. What other research-based options are available for addressing adolescent literacy needs?
3. What is the cost per pupil of the OPRFHS READ 180 program?

4. Should an outside person be considered to help with the audit? If so, what would be the identified scope of the project?

This was an opportunity for all Board of Education members to provide their perspectives.

Dr. Gevinson noted that a reading program had existed at OPRFHS as early as the 1970's. While he appreciated the statements made during public comment and he did in fact support a very comprehensive reading program, he questioned whether it would be possible to gain the same accomplishments with another level of support. While he would support whatever program was the most effective, he questioned the cost of having 2 FTE and an aid for two periods with such low enrollment. He had taught reading across the curriculum and he felt an outside audit was necessary.

Mr. Prale offered that Ms. McKee should be part of this audit. Read 180 is part of the Essentials of Reading class. This course takes students reading at the second grade level and accelerates them at a faster rate in order to get them to the fourth or fifth grade level. A concern was raised that if the District were to look only at this program, it would have a ripple effect in how students were being affected in other components as the reading program is a scaffolded series of students.

One member reported that at one time the Instruction Committee members spoke about how the District could support the students who were no longer in the reading program but were still in need of support and tracking them. Several members did not feel the word "audit" should engendered any hard feelings as it means a review, measurement, verification and certification of results. The Board of Education goals speak to looking at data and establishing benchmarks. Identifying one program when talking about the Strategic Plan was disconcerting to one Board of Education member rather than looking at how students learn, what is the District doing well. The anecdotal information is one aspect, but the evaluation driven by qualitative and quantitative data, instead of one particular curriculum, would serve the District better.

A suggestion was made to send this back to committee.

Hearing the comments that it was unusual to focus on a single program, Dr. Gevinson offered to extend his request to an audit of the entire literacy program, as to its effectiveness and the resources committed. That type of review has not been completed before in general education and he felt it could be a sign of progress.

The administration offered to take this back to the Instruction Committee to consider the term audit and clarify the scope of the data, i.e., what would the results be if the double period were pared down to a single period, what does the research show, etc.? One member felt that focusing on one program may not be the best use of faculty's and administrators' time and that the Board of Education was not ready to look at its literacy program. With regard to the Board of Education's goals, benchmarks, and feedback, the question was asked what parameters will be put in

place so reports answer the questions, including the cost, as to how it is working beyond that of anecdotal remarks.

Recess

The Board of Education recessed at 9:28 p.m. and resumed at 9:35 p.m.

Pool Update

Mr. Weissglass provided background information and led a preliminary discussion on the financing options with regard to the pool. His presentation included the following slides:

Status

- Long-course pool approved
- Garage site approved
- September reports expected on
 - Design progress and timeline
 - Garage purchase
 - Parking plan

Discussion Items

- What are the pros and cons of a construction bond referendum?
- What are the pros and cons of an advisory referendum?
- What else does the board need to know to make its decision?
- What board action is necessary to move forward?

Key Considerations

- Pool Costs and Additional Investment Needs
- Available Funds
- Context of Fund Balance Phase Down
- Public Engagement
- Backup Options

Pool Costs and Additional Investment Needs

- Pool--\$35 million
- Re-purpose vacated pools -- \$10 million
- Potential 2nd story over vacated east pool -- \$6 million
- Long term facilities plan -- cost to be determined
- Decennial Life Safety -- cost to be determined
- Strategic Plan seed funds -- cost to be determined
- Annual expenditures -- \$4 million for capital plan (subject to being re-directed)

Investment Funds Available

- \$20 million in fund balance
- \$40 million through Debt Service Extension Base (DSEB) bonds
- \$4 million annual capital maintenance and improvement budget!

Fund Balance Phase Down

- \$20 million temporary tax cut
- \$8 million tax abatement
- Additional \$44 million taxes avoided over 10 years
- \$20 million set aside for investment
- Debt fully paid, leaving \$40 million capacity
- Expected operating referendum in 2021 or 2023 (15 -

20%) [subject to State financial risk]

Public Engagement

- Pool site committee
- Design outreach
- Education campaign

Backup Options

- Renovate both current pools (~ \$19 million)
- Loses one lane in each pool
- Severely limits use for competitive aquatics
- Renovate one pool and limit instructional swim
- Eliminate instructional and competitive aquatics
- Reconsider site and/or size

Discussion ensued. The reason to go for an advisory referendum is political; it is about being transparent and obtaining community input. Materials would be provided similar to those for a bond referendum, i.e., drawings, proposals, etc. It was unclear at this point as to how much money would be needed as no detailed plans had been created, and what the needs there would be due to increased enrollment and modernizing the building. While a Long-Term Facilities Committee will delve into those details, a finished product will not be complete until March or April. This committee's implementation was delayed because of the emphasis on the immediate condition of the pools. This committee's composition would include a board member and that person would give updates to the full Board of Education. The Board of Education will need to give parameters in terms of dollars and scope, including the ultimate charge of the committee and at what point would it have to involve the full Board of Education. It was suggested that both the capital improvements and the pool could be managed within the \$60 million available (\$20 million from the fund balance and \$40 million from DSEB). If the cost of the LTFP went over by \$5 million, the District could reallocate the \$4 million that is budgeted annually for capital improvement. In addition, the implementation of the long-term facilities plan will occur over a 5-year window, so the funds could be redistributed. In addition, DSEB funds grow each year as well. One member hoped that technology, band, athletics and the deteriorating field house would be encompassed in the plan and suggested enlisting the help/support from nonprofit organizations. Note: the cost of money is inexpensive at this time.

The District could provide specific costs, a parking plan, and complete the terms for the purchase of the garage before the referendum date; however, they would not be completed before an educational campaign would need to start. To go the route of a referendum, the Board of Education would have to approve a resolution at its December meeting. Discussion ensued about the possibility of a failed referendum. This would not be presented to the voters until the November 2016 presidential election and many other important issues would be presented.

Mr. Weissglass believes that the Board of Education should move forward with a pool without a referendum. Previously he thought a referendum should be pursued because it was not something discussed during the election cycle in which he ran

for the Board of Education. And, little discussion has occurred about this during this last election cycle, despite the fact that the Board of Education was discussing it. Ms. Spivy concurred and she asked what the tax burden would be to the taxpayers.

Mr. Weissglass will determine when to put the facilities and bonding presentations on the agenda for further consideration.

Student Discipline None

Update on Strategic Plan Operations Committee The Strategic Plan Operations Committee recommended this report come to the full Board of Education. Questions were as follows:
1) How are the resources being driven?
2) Will \$250,000 be spent on furniture next year? What is it the District is getting for that money?
3) While training is needed, a concern was expressed about taking teachers out of the classroom for it.
4) What is the ongoing work of the Strategic Plan implementation teams? They are meeting again to review how they did last year and how they will move forward.

Pacific Education Group Contract The Finance Committee recommended providing the Pacific Education Group Contract forward to the full Board of Education as an informational item only. The next Beyond Diversity Training is September 17 and 18. Some Board members expressed an interest in attending a session at some time.

Update on Student Discipline Report The Instruction Committee recommended providing the Student Discipline report to the full Board of Education as an informational item. A suggestion had been made to form a committee to look at discipline throughout the year and come up with recommendations that would be forwarded to the Parent Teacher Advisory Committee. Because this subject came up in both the Instruction Committee and in the PEG Committee, a further discussion will be had by Mr. Weissglass, Ms. Spivy and Dr. Isoye as to how to move forward on restorative justice and how recommendations would be made.

Student Participation in Extracurricular Activities The Instruction Committee recommended providing the Student Participation in Extracurricular Activities Report to the full Board of Education.
Discussion ensued about the start of a new club. The first year in a club's existence, it is on probation in order to see if it will be successful. A number of criteria determine the stipend. While Mr. Stelzer and Ms. Milojevic had devised a number of strategies to maintain and increase participation, that same subject may be a future agenda item.

Update on Student Growth Workgroup The Instruction Committee recommended providing the Update on the Student Growth Workgroup to the full Board of Education. No discussion occurred.

Update on Chicago The Instruction Committee recommended providing the Chicago VOYCE update

**VOYCE Student
Workshop**

to the full Board of Education. No discussion ensued.

**District
Reports**

Written reports were submitted for IGOV. The tentative date of the Joint Meeting Meeting is October 24, 2015.

Adjournment

At 10:57 p.m., Dr. Gevinson moved to adjourn the regular Board of Education meeting; seconded by Mr. Arkin. A voice vote resulted in motion carried.

Jeff Weissglass
President

Sara Spivy
Secretary

Submitted by Gail Kalmerton
Clerk of the Board