

**Oak Park and River Forest High School  
201 N. Scoville  
Oak Park, Illinois 60302**

**BOARD HUMAN RESOURCES COMMITTEE MEETING  
Tuesday, December 8, 2009  
Immediately following the Finance Committee Meeting  
Board Room**

**AGENDA**

- I. Approval of Minutes (attachment)**
- II. Update - Administrative Search Committees (update attachment to be distributed 12/7/09)**
- III. Recruitment and Employment of Certified Employees (attachment)**
- IV. Discussion of Non-Agenda Items**

**Human Resources Committee Docket**

- A. Division Head Compensation and Length of Work Year
- B. Employee Retention
- C. Race and Ethnicity Statistics
- D. Sabbaticals and Lane Changes
- E. Structure for Non-Affiliate Salaries
- F. Workers' Compensation Policy and Procedures

C: John Allen, Chair, Jacques Conway and Amy McCormack, Board Members

**Oak Park and River Forest High School  
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**Human Resources Committee  
Tuesday, November 10, 2009  
Minutes  
Board Room**

A Human Resources Committee meeting was held on Tuesday, November 10, 2009 in the Board Room. Mr. Allen opened the meeting at 7:33 am. Committee members present were John C. Allen, IV; Terry Finnegan, Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard, and Sharon Patchak-Layman. Also present were: Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Cheryl Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors: Kay Foran, Communications and Community Relations Coordinator; James Paul Hunter, FSEC Chair; Kristen Knake and Sarah Rosas, OPRFHS Faculty members.

**Approval of October Meeting Minutes**

It was the consensus of the Human Resources Committee to accept the minutes of the Human Resources Committee minutes for October as presented.

**Sabbatical Reports**

Kristen Knake and Sarah Rosas both gave reports on their sabbaticals.

Kristen Knake

Ms. Knake spent the 2008-9 school year doing research and writing curricula related to modern American civil liberties jurisprudence. She read the following report.

“Because, since 2001, questions about due process and equal protection in our country have overwhelmingly been asked and answered (to varying degrees of satisfaction) in the context of the ‘War on Terror,’ my specific research question became: How have civil liberties and the rule of law fared in America in an age of modern terrorism?”

“Initially, the bulk of my time was directed toward understanding and answering the question for myself – reading the books and articles, the daily news coverage and analysis from a number of sources across the political spectrum, the cases, the relevant domestic and international legislation and treaties, and the primary sources (like the torture memos) as they were released to the public.

“Over the course of the sabbatical, as I gained a deeper understanding of the politics and jurisprudence of the last eight years, I continued my research but shifted my focus to developing curricula that would help students understand the material.”

Ms. Knake briefly highlighted the significance of this year on her own classroom and the History Department overall. She thanked the Board of Education for the amazing personal and professional growth opportunity that the sabbatical year offered.

“The particular topic I studied, of course, is relevant to teaching American History in the spring, when American History teachers chronologically arrive at a logical place to begin discussions of the political and judicial cross-currents that help explain 9-11, the wars in Iraq and Afghanistan, and the domestic responses to those events.

“Having curricula for 9-11 and the domestic response is, in and of itself, of great significance to us. There are some hurdles to doing it well – hurdles that my sabbatical has cleared.

“First hurdle: This is a topic that (like all topics) is not handled thoroughly and in sufficient depth by any available high school level text book. And we can’t really afford to wait while authors of high school texts figure out how to package and present the material. The gravity of the issues, the emotion they evoke, and their connection to NOW, mean that we teachers have an opportunity we can’t squander to promote better engagement, better reading, and deeper understanding of some critical themes.

“Second hurdle: It is incredibly complicated. There are 1<sup>st</sup> Amendment free speech and freedom of association issues; 4<sup>th</sup> Amendment privacy issues; 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> Amendment criminal procedure and fair process issues, 8<sup>th</sup> Amendment concerns raised because of interrogations and torture; habeas corpus issues; the questions of the validity of tribunals versus trials; questions about American obligations and adherence to international treaties; freedom of information versus government secrecy; the growth of the executive vis-à-vis Congress; and more. Teachers who work full time in the classroom understandably have not comprehensively studied these topics. And they are rightfully hesitant to approach such an important topic in any superficial or inaccurate way.

“We needed me to do the leg work and to bring back – with the confidence born from fully researching the issues – lessons and units that go well beyond a textbook approach to incorporate into our various levels of instruction.

“I created a number of such lessons. Most are action-based– that is, they are mock trials, debates, simulated Congressional hearings. I developed an exciting way to try John Yoo, for example, that can involve a class of as many as 29 students in various specific roles. The readings for each witness are where the differentiated instruction comes in. I have primary sources, mostly unedited, for higher level learners; and I have synopses of arguments and smaller sections of the primary sources, edited, for students with emerging reading and comprehension skills. The trial questions remain the same for the different levels of learners. Steve Goldberg brought our division a ‘Truman Trial’ curriculum that we could similarly adapt to different class levels in both American and World History. I hope my trial (or the one I created for Bush or for Obama) will be as widely used. The interest generated by good questions and the recent nature of the history; together with the fun and competitive nature of trials and debates will engage students and promote good effort at understanding the materials.

“Again, the confidence that comes from studying the subject in depth means that I have learned where readings can be made easier or edited down in length, or specific tricky details can be omitted, without compromising the interesting questions or simply missing important parts of an analysis. This is often a difficult problem in history, where students at all skills levels can appreciate good, thought provoking questions, and the problem is one of finding skill level-appropriate materials that preserve the richness of the topic while allowing students to access it successfully.

“This alone, would have made the sabbatical incredibly meaningful for me, and for us. But the topic is not only relevant in American History at a certain point in the spring after “The Rise of Reagan and Conservatism.” The topic is a modern and meaningful way to approach some broader themes, two of the most significant ones being:

1. That American political history is, in large part, about arguments over the proper balancing of “liberty versus security” in our system both politically and constitutionally; and;
2. That American history needs to be understood in an international context rather than in a vacuum.

“As introductions to these themes, the materials and lessons I’ve compiled could be used at the very beginning of the year in American History, especially in non-AP classes, (where the AP test perhaps requires an immediate start to chronology.)

“Finally, the materials and lessons are useful for a number of our electives. I will incorporate the materials, as a standalone unit, in my law class, and they will be useful in Government as a standalone unit, or in pieces where relevant – i.e. a reading modernizing the executive power unit; a reading modernizing the Bill of Rights discussion, etc. They will also enhance the Social Problems curricula, especially, I think, the materials on racial and religious profiling.

“I am excited to bring my work into my own American History and law classes. I shared it at the ABA’s LRE conference with teachers from across the country at the beginning of October, and I’m excited to work with other teachers here to bring what I’ve done into their classrooms. I’m excited to feel a deep understanding and confidence in teaching materials that are so new, and still daily unfolding.”

#### Sarah Rosas

After several years of teaching, Ms. Rosas noticed that freshman readers were struggling and she was unsure of what to do. As such she decided to enroll at DePaul as a full-time graduate student, concentrating on reading. She learned much and it changed the way in which she looks at students, as well her understanding of what she can do to make a difference. She is already seeing the benefits. She is 1) having the best teaching year of her career, 2) talking with her colleagues about her work, and 3) working with the History Division to better utilize reading instructional strategies on Monday mornings.

Dr. Lee asked if she were aware of any changes in the field on the teaching of reading. Ms. Rosas replied that shifts in reading were occurring where teachers are moving from whole

language and phonetic strategies to a more holistic approach. Other schools are teaching holistically, as teachers feel students are learning to read because they are mentored. She felt there was a change of focus in the classroom, e.g., helping students do better by teaching reading in the content area classroom. Because she did not know- the theory previously, she was not able to intentionally use reading instructional strategies or understand their importance. Because she now understands the instructional strategies, she can intentionally modify her teaching. Dr. Lee asked how she would expand her skills to the majority of teachers in the high school. Ms. Rosas replied that when teachers have more background theory, there will be a tipping point, as most already use the instructional strategies.

### **Recessed**

The Human Resources Committee recessed at 7:51 a.m. until after the Special Board Meeting.

The Human Resources Committee meeting resumed on Tuesday, November 10, 2009 in the Board Room at 12:59 p.m. Committee members present were John C. Allen, IV; Terry Finnegan, Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard, and Sharon Patchak-Layman. Also present were: Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

### **Employee Assistant Program Services Agreement**

It was the consensus of the Human Resources Committee to recommend that the Board of Education approve the contract for EAP services with Workplace Solutions, at its regular November Board of Education meeting, as presented. It was noted that more services would be provided with no increase of fees.

### **Recruitment and Employment of Certified Employees**

No discussion ensued regarding the document on the recruitment and employment of certified employees.

Ms. Patchak-Layman asked about the composition of the interview committees for administrators and how parents and students will be chosen for these committees. An update will be provided at the November 19, 2009 Board of Education meeting. She was interested in teaching assistants being participants on the committee for the Special Education Director. Mr. Edgecombe noted that the DLT Chair will be the final selector. Once the DLT Chair has seen the committee members, he/she will make sure there is diverse representation, e.g., minorities, etc.

### **Adjournment**

The Human Resources Committee meeting adjourned at 1:06 p.m. on Tuesday, November 10, 2009.

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District 200***

*201 North Scoville Avenue • Oak Park, IL 60302-2296*

TO: Human Resources Committee  
FROM: Jason Edgecombe  
DATE: November 10, 2009  
RE: District Recruitment and Employment Procedures for Faculty

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**PROCESS DESCRIPTION**

1. **Review of Recruitment Goals and Objectives for Faculty Positions** – A review of goals and objectives are established and discussed by the Administration. For faculty positions, the annual Northwest Personnel Administrators' Job Fair signals the formal beginning of the recruitment season. However, faculty recruitment should be viewed as a year long process, with the tender of a contract offer possible at any time for a known vacancy in the next school year. Each of the groups below will participate in the review of goals and objectives for the hiring process. **(Principal/ASHR)**
  - District Leadership Team (DLT)
  - Building Leadership Team (BLT)
  - Instructional Council (IC)
  
2. **Review of Open Positions** – A review of anticipated open faculty positions occurs with the appropriate Division Head. **(ASHR)**
  - Immediate supervisor
  - Departing employee provides input as appropriate
  - DLT/BLT as appropriate
  
3. **Desirable Characteristics and Qualities** – Desirable characteristics and qualities are discussed and agreed upon by the Interview Team assigned to conduct the search with input from the BLT. The agreed upon characteristics and qualities are expected to be aligned with the District's mission and goals and the established recruitment goals and objectives. **(BLT/IC)**
  - Specific characteristics and qualities may be determined by the BLT, which are discussed with the Division and/or Interview Team.
  - The Principal and/or the Assistant Superintendent for Human Resources will conduct a pre-organizational meeting with each Interview Team to review recruitment goals and objectives, and to discuss specific professional and personal characteristics.
  
4. **Position Marketing and Advertisement** – Open positions are advertised in a variety of venues beyond the District's own website. **(ASHR)** Those venues include but will not be limited to:
  - Job Fair attendance by members of the District's Recruitment Team;
  - colleges and universities within the State of Illinois;
  - Historically Black Colleges and Universities;
  - websites and list serves specifically designed for the educator audience;

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- websites and list serves specific to the content area for which an opening exists;
  - internally with faculty and staff (e-mail and bulletin boards); and
  - designated circulation newspapers as appropriate.
5. **Position Posting** – Open positions are posted in the Human Resources area of the District’s website and on the employment bulletin board outside of the Office of Human Resources. **(ASHR)**
- Position postings provide candidates with a summary of position responsibilities, reporting lines for supervisory purposes, contact information for submission of credentials and inquiries, and the posting time frame for the position.
  - A position description for each posted position is available on the District’s website.
6. **Formulation of Interview Teams** – Individuals to participate in the First Round Divisional Interview Team are solicited and asked to serve by the Division Head. Division Interview Teams are expected to include the Division Head as chair, 2-5 faculty members from the Division, 1 non-Division faculty member, 1 student, and 1 parent. The Interview Team is expected to be demographically representative of the internal school community. **(Principal/DH)**
7. **Potential Candidate Outreach** – Individuals considered to be viable potential candidates (based on professional experience) are approached and encouraged to apply for open positions. **(All Employees)**
- Current and former employees
  - Colleagues through social and professional networks
8. **Collection of Applicant Credentials** – Applicant credentials are collected during the posting period for the position. **(ASHR)** The following typically occurs during this phase:
- Acknowledgement of materials received by email from Human Resources.
  - Verification of receipt of requisite application materials. The requisite application materials are a cover letter, resume, District on-line application, unofficial transcripts, copies of required certifications/endorsements, and three letters of reference.
  - Notification to applicant of materials still necessary for a completed portfolio.
  - Office of Human Resources responses to applicant inquiries.
9. **Review of Applications** – Received faculty applications are vetted by members of the First Round Divisional Interview Team and the BLT Liaison.
- A subset of the overall applicant pool is selected as viable candidates for the first round process.
  - Applicants not selected for the first round process will be notified by Human Resources via email; however, the vetting team may put aside a number of applicants not to be notified yet in the event they need to be considered at a later date.
10. **First Round Interviews of Selected Applicants** – The first round process is designed to yield a second subset of recommended finalists who will move on to the second round of interviews. A typical first round process consist of the following:
- review of selected applicant materials by the First Round Divisional Interview Team;
  - interviews;

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- an assessment of the candidate's writing skills via a writing prompt and assessment developed by the Divisional Interview Team;
  - reference checks using the District prescribed reference form;
  - Q&A with Division members;
  - development of a list of strengths and weaknesses of finalists by the Divisional Interview Team for the second round process; and
  - recommendation of finalists for second round of interviews.
11. **Second Round Interviews of Successful First Round Candidates** – The second round of interviews is conducted by the Principal, BLT Liaison and the Chair of the First Round Divisional Interview process. The second round process will typically consist of the following:
- review of finalists materials by the Second Round Interview Team;
  - review of written documents composed by the First Round Interview Team;
  - an interview;
  - an observation at OPRFHS or the candidate's place of employment (optional);
  - a check of submitted references and professional/social colleagues, if known; and
  - notification of candidates not recommended by the second round process as finalists by the Chair of the first round Interview Team and in writing by Human Resources.
12. **Board of Education Approval of Recommended Final Candidate** – The Assistant Superintendent for Human Resources will submit to the Board of Education the names of the recommended final candidate(s) for employment.
- At the conclusion of the recruitment season, the Office of Human Resources will produce a summary report for the Board of Education of the search process in terms of the number of applicants, number of applicants interviewed, demographics of interviewed candidates, and outstanding/issues/concerns arising from the recruitment season.
  - Finalists not selected will be notified verbally by the Principal or the Assistant Superintendent for Human Resources, and in writing by Human Resources.
13. **Post Board of Education Approval (Human Resources Staff)** – The selected candidate will begin the process of becoming a District employee prior to the official commencement date of employment.
- Human Resources pre-employment processes (criminal background check, physical, medical/dental/life insurance participation forms/ TRS/IMRF enrollment, e-mail access, direct deposit and payroll forms.
  - Transitional time within the Division, where possible