

May 24, 2012

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, May 24, 2012, in the Board Room of the OPRFHS.

Call to Order

President Finnegan called the meeting to order at 6:38 p.m. A roll call indicated the following Board of Education members were present: Valerie J. Fisher, Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John Phelan (departed at 10:00 p.m.). Also present were Dr. Steven T. Isoye, Superintendent; Nathaniel L. Rouse, Principal; Lauren M. Smith, Assistant Superintendent for Human Resources; Cheryl L. Witham, Assistant Superintendent for Finance and Operations and Treasurer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Closed Session

At 6:40 p.m., on Thursday, May 24, 2012, Mr. Finnegan moved to enter closed session for the purposes 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; 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); Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); seconded by Ms. Fisher. A roll call vote resulted in all ayes. Motion carried.

The Board of Education reconvened its open session at 7:30 p.m.

Joining the meeting were: Michael Carioscio, Chief Information Officer, Amy Hill, Director of Assessment and Research.

Visitors

The Board of Education welcomed the following visitors: Sarah Roodhouse, Division Head of Fine & Applied Arts; Patt Cheney, OPRFHS Staff and Sponsor OPRFHS Speech Team; Janet Kelenson and Rebecca Teasdale of the Oak Park Public Library, Mary Haley of the League of Women Voters; Cathy Yen, John Bokum Jr., Michael Cramer, community members; Jacob Meeks, Jonathan Gilmer, Hally Dunn, Joe Blakey, Nathan Rothenbaum, and Noah Cramer, students; Cristy Harris, Susan Parks, John Messina, and Rance Clouser of the Collaboration of Early Childhood Care and Education; David Boulanger of the Oak Park Youth Township; and Terry Dean of the *Wednesday Journal*.

Public Comments

Jonathan Gilmore, resident of 633 N. Grove, Oak Park, and student, thanked the Board of Education. The Board of Education has been criticized about its decisions and he wanted to take the opportunity to thank them for their work, as it is a balance of listening to the constituency and their morals. OPRFHS has a history of being a trailblazer, a good school, and for challenging itself to be a great school. Over the past month, he had met with teachers, administrators, and members of the Board of Education. Some said they had never dialogued with a student as they had with him. He believed he had opened the eyes of many of the people with whom he met. He

feared that the briefings that the Board of Education has received is from just one source, the administration, and that hearing from only one side was dangerous. He felt that a three-minute statement to communicate at a Board of Education meeting, with no time to response, and no time to work through the problems, was inadequate.

Jacob Meeks, resident Oak Park and student, stated that the Board of Education establishes goals and the administration is responsible for their implementation. He did not believe that some of the things that had been implemented had the anticipated results, e.g., IDs, campus closure, drug testing. More students had been attacked near the campus and he had heard that some were attacked in the school itself. He asked the Board of Education to reconsider “our” position, saying that he was in earnest and he would not retreat a single inch.

John Bokum, resident of 629 S. Home Avenue, Oak Park, spoke at the last meeting about his daughter. At this meeting, he spoke about his son, Zackary Bokum, a 2002 graduate. While a high achiever, he had not been challenged. He spoke about his high school career and his interests that ranged from soccer and Orchestras. He spoke about his enlistment in the Army National Guard where he was trained in field artillery. He talked about his attempts to attend college while also serving in Afghanistan and in Iraq and being assigned to help after Katrina. He finally graduated from college in 2009. He currently works at Oshkosh Truck in management in the division that builds Humvees. He is also a father. Mr. Bokum asked that all in the room stand for a moment of silence in honor of all of the graduates of OPRFHS who for the past 137 years served their country. As such, all stood for a moment of silence.

**Student
Acknowledgement**

The Board of Education congratulated the following speech and debate students on their achievements:

National Forensic League Academic All-American Award (3.7 or higher GPA, 27 or higher ACT, 750 NFL Points)

Alexandria Frisch
Danielle Zarbin
Nathan Rothenbaum
Noah Cramer

NFL Quint Ruby - (1500 points or higher)

Danielle Zarbin
Alexandria Frisch

NFL Quad Ruby

Nathan Rothenbaum
Noah Cramer

NFL Service Citations

Alexandria Frisch
Nathan Rothenbaum

**Superintendent
Report**

Dr. Isoye reported that the Washington Post had ranked OPRFHS as No. 19 in Illinois and No. 734 nationally, in its High School Challenge Report, which examines and ranks schools on their commitments to preparing students for college, based on the number of students taking AP and/or IB courses.

Dr. Isoye reported that OPRFHS had its certification visit for Project Lead the Way, its engineering program, and is awaiting the results.

Dr. Isoye stated that the leadership of the administrators, police, faculty, and staff were to be commended on the handling of the bomb threat.

Dr. Isoye reported that the Pacific Education Group (PEG) facilitated two days of training in continuation of the District's work to achieve the Board of Education goals regarding racial equity and student achievement.

Dr. Isoye reported that the Honors Convocation for all grades was held Tuesday, May 22, 2012.

Dr. Isoye reported that the District had committed to the Day in Our Village and he asked for volunteers from the Board of Education to help staff the booth.

**Fine & Applied Arts
Division Update**

Sarah Roodhouse, Division Head, provided a PowerPoint presentation on the work being accomplished in the Fine & Applied Arts Division (FAA). The Division has aligned its goals with the Board of Education goals.

Goal 1. The FAA will continue the work of developing and assessing learning targets using formative and common assessments.

While it is important to communicate expectations, it is also important to create a plan with the student to help meet the expectations. The process of analyzing the Division's practice will help it to address the students' needs. The Division is being mindful of its identity, its relationships with students, the ways in which communication occurs with students, and the instructional decisions and choices. The Division will build on the learning targets developed by the five departments in the 2011-12 school year.

Goal 2. The FAA will identify barriers to enrollment for students of color in the Division's pipeline of classes, focusing on inhibitors to access of the capstone and/or AP level of the courses.

The Division will 1) engage in a review of the number of students of color who reach the capstone and/or AP classes that are offered; 2) consider the ways that placement supports or prohibits any student from reaching the classes that are most rigorous in the FFA; and 3) work to develop a model that addresses the racial predictability that exists in the higher level courses of the Division. Ms. Roodhouse continued that even though a well-intentioned process may be put in place, students are hurt by their inability to access and progress to higher-level coursework in the FFA. The division will try to determine whether there are internal inhibitors (within the division) to students of color from advancing to upper level FAA classes. This goal will help to build and sustain a positive school culture by providing students of color opportunities to make deep connections with the school culture through the course offerings of FAA.

Goal 3. The FFA Division will identify barriers to enrollment for students of color in the Division's pipeline of classes, focusing on inhibitors to access of the capstone and/or AP level of our courses.

The Division will 1) explore integration of the Arts and Applied Learning disciplines and the role it serves for increasing student engagement and success in academic and co-curricular areas, and 2) begin to document the connections between FFA and achievement trends. The Division will ask if it can develop a model to help accelerate the learning of students performing below grade level or specific percentiles that embrace integrated learning applications. It will also clarify how integrated learning applications can support proficiency and enhance learning, recognizing that literacy and numeracy affect student success in all academic areas. Clarity in this process will contribute to a positive learning culture.

FAA professional development is driven by its goals. The three areas include performing arts (music, theatre, and broadcasting), visual arts and family and consumer sciences, and business education.

The TCT Teams share and work across the departments.

Expectations for Business Education constantly change due to RtI. The curriculum is evaluated and rewritten annually and includes the minimum skills that students should have. Each teacher has his/her own strengths in each unit to add his/her flair. The decisions and choices are different so they work together to come to a middle ground.

Visual Arts/Family & Consumer Sciences is working on goals and clearly communicating expectations to students. Much time is spent on language and the way in which they communicate. Interventions are tracked and more discussion is occurring on this process.

Music & Theatre Broadcastings' learning targets change every year, depending on the performances. It is difficult to document a performance assessment for an instructional discussion. The Music Department is determining its focus. There is an immediate, subjective on-line assessment. Ms. Roodhouse suggested that Mr. Hallissey share his assessment strategy with the scatter graph at the next update. Ms. Strimple felt that students in performance classes should discover their own learning targets rather than being presented with them.

Each TCT team develops a portfolio. While all of the teams are in different places, they are reflective with samples of formative and common assessments. It is matter of getting the student work and discussing it.

Ms. Roodhouse showed a video where student DeQuawn Robinson-Kimble was awarded the First Place in the 33rd Annual Danny Davis 7th Congressional District High School Art Competition. The award included two Round Trip Tickets to Washington DC in June to attend the National Exhibition Opening with hotel accommodations, a \$500 savings bond, a new computer system, a summer school scholarship to the School of the Art Institute. Mr. Robinson-Kimble's work will be on display in the Congress building for one year. Sandy Campbell received the Outstanding Art Educator award.

The three theatres supported 200 different events, from simple talking heads to instrumental and vocal concerts to show choir to full-blown drama/comedy/musical productions, with synchronized swim and middle school graduations thrown in. All were supported/produced by a 30-member stage crew that meets every day to set up, run, take down, build/light/sound design, and maintain the operations in the three

spaces. There were 10 play productions (38 performances), two musicals (seven performances), two dance concerts (six performances) Auditorium, Little Theatre, Studio 200. *Actor's Nightmare* was selected to perform at Illinois Theatre High School in January.

Next year, Michelle Bayer will teach three sections of drama classes and she will direct the summer, the winter, and the spring musicals. Studio 200 is shared by Annie Slivinski and Linda Burns.

In Film and Broadcasting, there is the Tyler Millsap Show <http://www.oprftv.com/> that takes on students issues such as racism, young teenage mothers, etc. It is posted outside the school. There is also Newscene <http://vimeo.com/38444431> and Student film work <http://www.oakpark.com/Community/Blogs/05-22-2012/Video:OrchesisSpring2012fromOPRF-TV>.

In Music, the performances included 13 instrumental concerts, 6 choral concerts, two show choir concerns, two musicals (7 performances), and two concerts with D97 performers. All District Student Participation was: 9 band – 11 orchestra – 10 chorus – 10 Jazz. The All State Honors included 4 chorus (2 honor) – 5 band (1st chair) – 5 orchestra (concertmaster) and 1 composition – 1st place.

In Family & Consumer Science, the Kettlestring's Café prepares and serves luncheons for faculty and staff (5 per year) and offers food service management.

In Business Education, there was a small business management course offered where they did a T-shirt project.

Highlighted in Sports and Music Entertainment Marketing were the following: incorporating a new reading curriculum within the current curriculum to enhance the students' level of reading enjoyment and comprehension; completed a 3-week study of marketing with one of the current vice presidents of marketing for CocaCola; Prezi, Publisher, MovieMaker and Postermywall were software programs that were used in student presentations; and a shoe and T-shirt were designed for Iman Shumpert of the New York Knicks in a contest that was voted on in the high school cafeteria.

The number of students that participated in the FAA was as follows:

- Music – 1049
- Theatre & broadcasting – 200 to 300
- Family and Consumer Sciences – 200
- Visual Arts- 1200

Ms. Roodhouse will provide further information regarding cocurriculars and student demographics.

Dr. Lee asked about how the Division handled the philosophical conflict between what is demanded of professional entertainment and what is demanded of an educational institution. Does it struggle with pushing the most talented students into productions when it must also serve the students who are not as talented or who are just beginning to develop their talent? Ms. Roodhouse stated the programs are to be inclusive and accessible by all students, as they decide what they want to study. Each program is a family for these students. This is a constant discussion for this division.

Ms. Roodhouse stated that teachers were the marketers of their courses. In the performing arts, activities must occur outside of the school day and work closely with Ms. Milojevic with regard to cocurriculars. If the rich instructors feel good about each other, the motivation can rotate. Ms. Roodhouse was open to other marketing suggestions as well.

Mr. Finnegan observed that there were only so many classes each student could take in each of their areas. If students had not had the chance to participate in music prior to the high school, how could they be accommodated? Ms. Roodhouse stated that students are provided with instruments and PING helps them to obtain private instruction. There is also the opportunity to be in a non-audition group. All courses offered in this division are electives and the teachers want to work collaboratively with each other versus competing against each other. Difficult conversations have occurred about this issue and teachers do not want to misplace a student relative to his/her wants and/or needs.

Mr. Finnegan thanked Ms. Roodhouse for the report and reported that Cathy Yen had sent him a note stating that Sarah's Inn was premiering a short film on teen dating violence. OPRF student members of the organization's Teen Advisory Project created, wrote, directed, and even starred in the film. The film is related to the groundbreaking "Step Back" curriculum that Sarah's Inn developed in conjunction with ORPFHS' Physical Education Department. The students involved in the film have benefitted tremendously from the Fine Arts curricular and co-curricular classes and programs as well as the important support work coming from CTA (Applause).

Concert Tour Association

Ms. Harris provided the genesis and present status of the Concert Tour Association. It was formed in 1960 as a way to raise money for students to go on tours. It eventually morphed into fundraising (selling flowers, entertainment books), to go into a student's account to be used for a tour, music lessons, camp, etc.). While many were using this vehicle, only a few parents, usually parents of students involved in Marching Band, attended the monthly meetings. In an attempt to revive the membership, CTA re-approached the Board of Education about including music grades in the GPA. That was exciting. At that time, Marching Band was a cocurricular, engaging students through activities mostly outside of the classroom. CTA surveyed people about what they thought CTA should be. The results were surprising. A top reason for CTA was about the belief that music education was valuable. It is important to have cocurricular activities. Music grades should remain in the GPA. People wanted additional cocurricular classes and opportunities to do volunteering. As such, the CTA embarked on a strategic planning process.

Susan Parks spoke about the process of the strategic plan, which included the approach, timeline, and the surveying of both students and parents. The process took about one year. The components included students, parents, visioning, etc. A draft plan was developed and presented to the membership. There was a consensus to go forward with a transition plan last summer. The result is a plan that will be driven by choir, theatre and band disciplines. There was a desire to support cocurricular groups and to assist in many of the things that assisted students. Because of this work, a new mission/vision/basic beliefs system was created as well as a committee structure that it will begin next year. The process was as valuable as was the product. A solid roadmap has been created. CTA now feels that APPLAUSE will have a true board structure. Quarterly meetings with the vice presidents to talk about advocacy, communication,

and upper level fundraising will occur. An annual meeting will be held, as that is a requirement of all 503(c) corporations. The work that people get excited about will go back to the parent group level at which their child participates. Parents can talk with the cochairs about their involvement. Top-level fundraising is for scholarships and grants. It is recognized that more hard work needs to be completed to establish goals going forward (scholarships and grants), so that more opportunities for participation are known and available. Ms. Harris felt this was a coordinating board for the performing arts. Its hope is to have more group functions around the musicals, as they are cross-artistic endeavors in dance, theatre, string, and band students.

The mission statement is: APPLAUSE supports and promotes OPRF High School performing arts and enhances student experiences by engaging community patrons of the performing arts supporters through volunteer activities that:

- Support and celebrate the performing arts curriculum and program
- Encourage, facilitate and provide co-curricular and enrichment performing arts opportunities for students

APPLAUSE will be a way for parents to become involved.

Ms. Harris explained to the Board of Education that the appointment of the Performing Arts Director by the Division Head of FAA, was included as part of its bylaws because it is its internal name for a faculty member on this board. The responsibilities are to attend the meetings. The faculty member's attendance is not part of his/her job description, but teachers feel it is in their best interest to participate in CTA in order to communicate their needs. Hopefully, this new structure will take less of their time because each of the ensemble vice president can talk directly with the teachers. This role can be rotated.

Dr. Lee noted the disagreement in philosophy about the use of volunteers between some of the teachers in the division and the members of the organization. He asked if it were accurate that teachers did not want to take advantage of people's support. If so, what conflict resolution procedures were in place? Ms. Parks stated that when teachers were interviewed they had not been accustomed to parental involvement, but now they do. Teachers did not understand this as an opportunity. It had been a disconnect rather than a disagreement.

A comparison was made between the fundraising of Boosters and CTA. Ms. Harris noted that Boosters funds concrete items, things that become part of the student building. CTA does enriching experiences. Mr. Finnegan and Dr. Isoye met with the chairs of the parent groups about improving communicating and respecting each other's purpose.

It was the consensus of the Board of Education members to approve the change of names from Concert Tour Association to APPLAUSE and to approve the bylaws under the Action portion of the agenda.

Oak Park Public Library

Oak Park Public Library Trustee Janet Kelenson and Assistant Director for Public Services and Programs asked the Board of Education and administration for its suggestions as to how the Library might be of more assistance to the high school as part of its strategic planning process. The Oak Park Public Library had just received the 4-

start award from the national leading publication in the world of libraries, *The Library Journal*. In a community of approximately 50,000, there were approximately 750,000 visits to the Library last year. This will be the third year that the Library will cater to high school students in preparation for their finals. Study rooms and other areas will be specifically available to them. Free pizza will be offered on Wednesday night. The District appreciated its interest and the comments were as follows:

- 1) Literacy. The use of technology. How that role changes because of the changes in technology.
- 2) How best to communicate information when there is a resistance to the use of emails. Note: The library no longer talks about having just three branches, it talks about having four, as the fourth is the digital/virtual branch. When representatives visited Congressman Danny Davis about this process, his preference was to have the actual job training brochures available for distribution to churches and community centers rather than putting information about the training on the Library's website. The Township has, through the Council of Governments, taken a lead in looking at digital inclusion and how the governing bodies can bring forward information in order to make the public privy to the latest developments. High school graduates must have digital skills. The library wants to be in the forefront of providing that skill.
- 3) Engage unengaged students. How can the library engage students who are not engaged? To that end, Ms. Kelenson stated that the library was considering offering programs that were more robust, had more variety, and affected various age groups. The Battle of the Bands is scheduled for June 2 to kick off the summer reading program. Last Friday, a teen, open-mike night was offered. The library will continue with the core services of homework help and bring in people with a greater range of backgrounds. One book group is held at the high school's library as a way to make the transition to the library from the high school easier.
- 4) The District's goals for the future are equity, student engagement and achievement, learning environment/facilities, and finances. Its challenges include communication, community involvement/input, and improving in the areas necessary so that all students have the ability for the same experience.
- 5) The goals or challenges for Oak Park in general include
 - a. engaging the community about deeper conversations about disparities. Perhaps a town hall meeting would be a way to engage the community on this topic.
 - b. the sharing of resources and services, i.e. technologies.
 - c. understanding the role of high school at this time. Who is being prepared and for what are they being prepared.
 - d. resource allocation. There is a finite amount of dollars and an end. As the school looks at how and when those allocations are spent, a ripple effect will occur. The partnerships will allow the high school to allocate funds differently.

Ms. McCormack thanked the library for what it has done to support students during final exams. Mr. Rouse thanked the Library for providing the opportunity for students to have one-on-one tutoring on its premises.

Ms. Kelenson encouraged the Board of Education and administration to continue to give the Library input to continue on the path that will help everyone to provide for the community and to be financial stewards. As far as the fundamental equity issues, the

library can be a forum for where the discussion takes place, a natural/neutral meeting place as this issue is explored. Mr. Finnegan noted stated that many people choose to live in Oak Park and River Forest because of its racial diversity.

Mr. Finnegan thanked Ms. Kelenson for her service to the community, as she had been on the library board since 1991.

Ms. Patchak-Layman asked how long it took for students who were “hanging out” at the Library to move to making use of the books, Internet, and other services. People see the Library as a safe and welcoming place without the use of nametags, etc. How long does it take to learn Library etiquette? Ms. Teasdale stated that students are like adults. Some come to the Library to meet and some come to engage in resources. The Library staff sees many students hanging out with computers, video games, board games, etc. It takes time for them to be aware of everything offered. Increasingly, the Library is bringing film or book discussions into the teen place to make it more accessible to others.

Mr. Rouse was thankful that the Library provided space for the students and its staff who is attuned to the student needs and serving the community.

OPRFHS Website

Mr. Carioscio reviewed a PowerPoint presentation that he had put together regarding the update of the OPRFHS website. He noted that all historical data would still be conveyed and there will be increased search capabilities. The latest events will be at the top of the indexed page. The website will go live July 1, 2012 with periodic updates.

Dr. Millard suggested that both “Oak Park and River Forest” be on the first line with “High School” being on the second.

Ms. Patchak-Layman suggested that new families be surveyed as to its usefulness as it would be a big source of information for them.

Oak Park Youth Township

Mr. Boulanger, Supervisor, of the Oak Park Youth Township, presented the Intergovernmental Agreement for Youth Interventionist/Coordinators, for the term July 1, 2012 through June 30, 2014. He stated that the agreement was based on collaboration and trust and that the Township relied on this to be successful. This agreement has been in effect for 11 years. Approval of this agreement will show the Board of Education’s support for the program. It sends a message to the staff that they can work and share information about the most vulnerable young people.

Mr. Boulanger reviewed the document pointing out the amended wording regarding River Forest and some of the other items raised by other taxing units. Confidentiality was reinforced. A strong hold harmless statement was included in the Agreement so that the Township is held harmless from the acts of OPRFHS staff. Collaboration will include the sharing of discipline records and contacting the police to see what impact the Township is having on individuals.

While the dollar figure to which the high school would be committed is \$35,000, the District would only be billed for the money expended. He emphasized the importance of collaboration and the IGA, and the sharing of funding.

Dr. Isoye stated that this relationship allowed students to have services that went beyond what the high school was able to provide.

It was the consensus of the majority of the Board of Education members to approve this agreement at its regular June 14, 2012 meeting.

Mr. Boulanger understood that the ORPFHS position of Student Intervention Director would complement what the Township is trying to do as it focuses on intervention. The Township has the high school's commitment to that cooperation.

Parking Passes

It was the consensus of the Board of Education to allow the administration to determine the best course of action with regard to purchasing student parking passes for the 2012-13 school year, from the Village of Oak Park. The Village differentiates between students who live in Oak Park from students living in River Forest by assigning nonresidents a higher fee. Ms. Fisher had provided another purchasing scenario: reimburse only those students who pay a higher fee. Another suggestion was to purchase only 100 passes and then issue them on a first-come/first-serve basis. Students would have to go directly to the Village after the first 100 were taken. River Forest students would be reimbursed for the difference by the high school. One suggestion was to ask the Village that if the District purchased 100 and then sold them, would the District be able to purchase more.

Faculty Leave of Absences

Per the collective bargaining agreement with the Faculty Senate, state and federal law, the District is required to provide certain leaves for faculty members. They include:

- Leave of Absence: up to 2 years
- Sabbatical up to one year
- FLMA up to 12 weeks (60 days)
- Medical Leaves Unknown

The Board of Education received this as informational only. A list of the teachers fulfilling faculty leaves for the 2012/13 and the reason for the leaves were included.

Dr. Isoye explained that the overall FTE remained stationary but how they were filled was not. As an example, if there were 100 sections of history this year, and only 97 next year, that would change the formula. Full-time teachers teach five sections. Someone might take two courses and someone else another two courses. There are many moving pieces to this process. When someone returns from a leave the following year, if the totality remains the same, there is the possibility that someone will have to be rified. Ms. Smith noted that some dually certified teachers do take on some of the courses. When the contract ends, the District will have to follow Senate Bill 7.

IGOV Mission

Ms. Fisher reported that the IGOV Committee was formed because the community wanted more interaction between the taxing bodies. Thus, the membership is composed of elected officials from each of the taxing bodies. The IGOV Committee has now requested that each taxing body approve its mission statement. She continued that all of the work is by consensus, not a vote, and that it is an open meeting. Should an idea be brought forward about cost sharing ideas, each taxing body would ask their boards and CFO's for further discussion. This group has no power to enforce things. It does not have the legal force of an intergovernmental agreement. It functions as a think tank and a way to share information about what other boards were doing. She looked forward to having action plans come from it. The composition of the membership would change upon the taxing board's direction.

The mission statement is:

“Through communication and a culture of collaboration, the members of IGOV seek to maximize the stewardship of tax dollars by identifying areas where expenses can be reduced, efficiencies of scale promoted, and processes created as a template for future taxing body collaboration.”

Items for IGOV to consider is how to communicate with the other intergovernmental groups such as Council of Governments (COG), the business managers, etc., and clarify what their roles are in this process relative to each other.

Mr. Finnegan appreciated the work of Ms. Fisher and Ms. Patchak-Layman on this Committee and obtaining a clarification of roles. When a calendar of future meetings is available, the BOE will receive a copy.

Strategic Plan

The Board of Education continued its discussion regarding the next steps of the strategic plan. It was the consensus of the majority of the Board of Education that an outside facilitator would be necessary to pull the materials together, present to the Board of Education, and help the Board of Education to think about things differently. The Board of Education listed the following constituency groups to include in the process: 1) constituency groups that are connected to the high school, as opposed to geographic lines, 2) parent groups, 3) student groups, 4) feeder schools, 5) alumni, 6) neighbors, 7) residents who do not live close by or have children in the building, 8) those groups involved in the superintendent search and 9) those involved with the Blueprint assessment. Ms. Patchak-Layman felt the high school should know where the feeder schools value tradition and whether other things take the place of tradition. Feeder school parents come with those expectations and the high school should find ways to make those expectations fit with the school.

Mr. Finnegan stated that the administration spoke to Dr. Allan Alson, Dr. Todd Bloom of Blueprint Educational Group, and Dr. Gary Marks, a futurist, about facilitation. Dr. Isoye suggested inviting them to speak at the June 14 meeting via Skype. He will forward the questions that were included in the original RFP. Ms. Fisher suggested that John Cassel, retired from the IASB and a local resident, be considered. Board of Education members wanted Skype to be interactive. Dr. Isoye suggested that if Board of Education members wanted to reflect on what it knows about the strategic planning process and have additional questions to send them to him so that he can forward them to these people. He asked the Board of Education to what are the top three or 4 things they wanted answered or a direction that the facilitator should take.

Discussion ensued about the timeline of the strategic plan. Dr. Lee felt that planning for 5 to 10 years was different from planning for 10 to 20 years. He felt most of what would happen in seven years would be based on what this Board of Education did for the last five years, because it takes that long for things to happen. He was not convinced that the Board of Education has a close enough perspective on what it is trying to do to get very far. Mr. Finnegan felt the Board of Education needed to continue its focus on racial equity and that had to be effective in the next five years. He felt the Board of Education had made several changes and he was looking at the next five years to see if things worked. The top 5% of juniors and top 15% of seniors were honored at the Honors Convocation. Those students did not represent the

demographics of the student body. As such, he wanted something actionable, something that could be put into effect immediately and have immediate returns

Dr. Lee felt the focus should be on what college freshmen needed, as an enormous number of students graduating from colleges cannot find jobs. What kinds of college graduates will be produced, if students even go to college? That timeline is nine years away. Mr. Finnegan felt that the high school's role was to get them ready for that, advocate, but it cannot dictate what they will do.

The Board of Education wanted to know from the facilitators the timing to do the strategic plan in order to make it reasonable and effective, based on their experience with other organizations.

Discussion ensued about the commitment of resources, understanding that resources must be devoted and reviewed yearly. Ms. Patchak-Layman felt it should be discussed in terms of annual Board of Education goals. She felt the strategic plan would become part of the annual goals and had to fit within the budget. Dr. Millard felt the goal of having more equitable opportunities for all students than are currently available would mean having longer-term goals. It would be to the high school's advantage to having an ongoing commitment and to have an administrator be responsible to the execution or accountability. That person could be the superintendent or someone more objective than the Superintendent could be. Ms. Patchak-Layman and Dr. Millard felt that the Board of Education goals should be set for at least two years. Dr. Isoye stated that the Board of Education would be asked for a commitment to new ongoing expenses.

Policies 4360 and 5160

Mr. Finnegan noted that the Board of Education must amend its policies relative to technology, Policy 4360, Access to Technology—Personnel, and Policy 5160, Access to Technology—Students, by June 30, 2012, in order to be compliant with the law. Thus, the policies as presented by the IASB's PRESS are being recommended for first reading at this meeting. At the June 28, 2012 meeting, they will be approved for second reading and action.

Consent Items

Mr. Finnegan moved to approve the consent item as follows:

- The check disbursements and financial resolutions dated May 24, 2012;
- The Monthly Financials; and
- The Monthly Treasurer's Report.

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

Personnel Recommendations

Dr. Lee moved to approve the personnel recommendations, which included New Hires, Retirement, Non-Affiliated Compensation for the 2012-13 School Year, Food Service Compensation for the 2012-13 School Year, Notification of Tenure, and Summer School New Hires; seconded by Ms. Fisher. A roll call vote resulted in six Ayes. Mr. Phelan had departed. Motion carried.

Approval of Summer Maintenance/Construction Projects

Mr. Finnegan moved to approve the 2013 Summer Maintenance Construction Projects, as first presented at the May 10 regular Board of Education meeting; seconded by Ms. McCormack. A roll call vote resulted in six ayes. Mr. Phelan had departed. Motion carried.

Intergovernmental Agreement with District 97 and OPRFHS Food Service	Dr. Lee moved to approve the Intergovernmental Agreement with District 97 and Food Service as first presented at the regular May 10, 2012, Board of Education meeting; seconded by Dr. Millard. A roll call voted resulted in six ayes. Mr. Phelan had departed. Motion carried.
Copies/Print Management	Mr. Finnegan moved to approve the maintenance agreement with Gordon Flesh for copiers for the term July 1, 2012 – June 30, 2017, as the request was presented in a PowerPoint Presentation at the regular May 10, 2010, Board of Education meeting; seconded by Dr. Lee. A roll call vote resulted in six ayes. Mr. Phelan had departed. Motion carried. At the June 14 Board of Education meeting, the Board of Education will be presented with the leasing agreement for the copiers.
VOIP Bid	Mr. Finnegan moved to approve the award of the Telephone Equipment Bid to AT&T and the Network Switch Bid to Valcom, as first presented at the regular May 10 Board of Education meeting, for the term of July 1, 2012 through June 30, 2013. The contract value is for \$352,747.85; seconded by Dr. Lee. A roll call vote resulted in six ayes. Mr. Phelan had departed. Motion carried.
School Treasurer’s Resolution	Dr. Millard moved to approve the Resolution appointing Cheryl L. Witham, as the School Treasurer through June 30, 2014, with the provisions set forth in the Resolution; seconded by Ms. Fisher. A roll call vote resulted in six ayes. Mr. Phelan had departed. Motion carried.
Prevailing Wage Rates	Mr. Finnegan moved to approve the Prevailing Wage Resolution, as presented; seconded by Ms. McCormack. A roll call vote resulted in six ayes. Mr. Phelan had departed. Motion carried
Policies 4360 and 5160	Dr. Millard moved to approve Policy 4360, Access to Technology—Personnel, and Policy 5160, Access to Technology—Students, for first reading, as presented; seconded by Ms. Fisher. A voice vote resulted in motion carried. Mr. Phelan was not present for this vote.
IGOV Mission	Dr. Millard moved to approve the IGOV Mission Statement, as presented; seconded by Dr. Lee. A voice vote resulted in motion carried. Mr. Phelan was not present for this vote.
Concert Tour	Ms. Patchak-Layman moved to accept the Bylaws and Name Change from Concert Tour Association to APPLAUSE; seconded by Mr. Finnegan. A roll call vote resulted in six ayes. Mr. Phelan had departed. Motion carried. Ms. Patchak-Layman noted that this would include the use of school mailboxes as well.
District Reports	Mr. Finnegan reported that he and Dr. Isoye attended the meeting with the Village of Oak Park, District 97, and District 200 to discuss the level of commitment that the Collaboration of Early Childhood Care and Education is requesting, i.e., additional funding, longer-term commitment, and an intergovernmental agreement. He suggested that the Board of Education might want to talk directly with the Collaboration at a future Board of Education meeting. Ms. McCormack

concluded as she wanted to know what it wanted in terms of length of commitment and how it could be structured into the high school's plan.

Ms. Patchak-Layman asked for clarification as to why the Board of Education would select this organization to support over another nonprofit organization. The Collaboration is not a governmental unit, a taxing body; it is a nonprofit organization. She wanted clarification as to the intergovernmental cooperation when it was not an intergovernmental unit. She felt the Collaboration should explain either why the Board of Education should have an interest in this or if they have a mandate and a need that cuts across all of the bodies.

Dr. Lee stated that what the Collaboration should be included in the high school's 5-year plan as what it has done is more important than just the daycare.

The Board of Education will discuss this further at a meeting in June.

Closed Session

At 11:35 p.m., on Thursday, May 24, 2012, Mr. Finnegan moved to enter closed session for the purposes of discussing 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 Dr. Lee. A roll call vote resulted in six ayes. Mr. Phelan had departed. Motion carried.

At 12:35 p.m., the Board of Education resumed its open session.

Grand Prairie

Mr. Finnegan moved to approve the contract with Grand Prairie Transit, as presented; seconded by Dr. Millard. A roll call vote resulted in five ayes. Dr. Lee voted Nay. Mr. Phelan had departed. Motion carried.

Adjournment

At 12:40 p.m. on Thursday, May 24, 2012, Mr. Finnegan moved to adjourn this meeting; seconded by Dr. Lee. A voice vote resulted in motion carried.

Amy McCormack
Secretary

By Gail Kalmerton
Clerk of the Board