

March 22, 2012

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, March 22, 2012, in the Board Room of the OPRFHS.

Call to Order

President Millard called the meeting to order at 6:36 p.m. The following Board of Education members were present: Valerie J. Fisher (arrived at 6:41 p.m.), Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John Phelan (arrived at 7:05 p.m.). Also present were Dr. Steven T. Isoye, Superintendent; Lauren M. Smith, Assistant Superintendent for Human Resources; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

At 6:37 p.m., on Thursday, March 22, 2012, Dr. Millard 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; Student disciplinary cases 5 ILCS 120/2(c)(10); 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); Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11); seconded by Mr. Finnegan. A roll call vote resulted in all ayes. Motion carried.

The Board of Education reconvened its open session at 7:29 p.m.

Joining the meeting were: Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Dr. Tina Halliman, Director of Special Education, Nathaniel L. Rouse, Principal; Amy Hill, Director of Assessment and Research, and James Paul Hunter, Faculty Senate Executive Committee Chair.

Visitors

The Board of Education welcomed the following visitors: Kay Foran, Communications and Community Relations Coordinator; Jeremiah Wiencek, Assistant Principal for Student Services; Chala Holland, Assistant Principal for Instruction; William Grosser, Science Division Head; OPRFHS faculty Naomi Hildner, Allison Hennessey and Paul Collins; Nancy Leavy of the League of Women Voters; students Sammy Brooks, Peter Slattery and Lindsay Allen of the OPRFHS *Trapeze*; Mark Elman of the Park District of Oak Park; community members John Bokum, Mary Roberts, Brett Pattner, Mrs. Brooks.

Public Comments

Mary Roberts, resident of 818 Columbia Avenue, Oak Park, stated that both her children were members of the TOPS Swim Team. She was aware of the issues of the pool and she looked at the future of swimming at the high school, having a pool for students in which to swim. She appreciated the fact that the high school was considering this issue and for the time being devoted to it.

Brett Pattner, resident of 1051 N. Lombard, Oak Park and father of a TOPS swimmer spoke about what a great experience this organization was for his son. He hoped that the high school would dream big and think about the community and the impact the school has on it and what could be done with the south end of the building (Fieldhouse), with regard to aquatics. He thanked the Board of Education for its time and for letting TOPS swim at OPRFHS.

Naomi Hildner, OPRFHS faculty member, addressed the Board of Education on the subject of what makes an educational institution one of excellence that can legitimately claim to embody “Those Things that are Best.”

Ms. Hildner referenced the Board of Education’s goals. While Plastco, IDs, closed campus, study units in lobbies are very real building improvements that have helped, they are non-pedagogical. She asked what a pedagogical improvement would look like that would meet the academic needs of the student.

She continued that there is a real connection between achievement scores on standardized tests and teacher/student relationships. What would enable maximum effectiveness?

1. Smaller class sizes
2. Reading teachers with masters in reading
3. Team taught transition classes
4. More support services (doing)
5. Appropriately placed students: anecdotally, honors students are independent learners; only about 40% of OPRFHS honors students fit that description. Most belong at the top of College Prep; the bottom of College Prep belongs in Transition; the bottom of Transition belongs in REI (no longer available)
6. Teacher morale on the radar through grass roots decision and policymaking, a true partnership with administration and board members. Morale is not low because of accountability, but because of unwise decisions and thinking there is no recourse.
7. Highly qualified division chairs restored to the divisions who can function as the nucleus of professional development
8. Highly qualified teachers with more than a Masters plus five. Let’s go for the best.
9. An encouraging set of rules rather than a debilitating set of rules for foreign exchange programs
10. A destination school that promotes from within rather than a transition school. With our plethora of administrators, only Phil Prale and Amy Hill truly understand the intricacies and subtleties of OPRFHS.

She asked for help for the teachers rather than blaming them. While the District has an RtI facilitator, teachers do not have help with progress monitoring. Teachers are asked to be the student, the parent, the dean, the counselor, the secretary of phoning, doing extensive documentation, and the hall guards. It is time to re-examine budgetary priorities. OPRFHS does not need a new pool, a modern e-library, or a new, expensive, and inappropriate computer system as much it needs reading specialists and smaller class sizes.

As a taxpayer, her concern, like the Board of Education's concern, is for the students, this school, and this community. She receives on the average 4 to 5 phone calls or e-mail messages a month from parents asking if he/she should send their children to

OPRFHS or to Fenwick or that they are thinking of moving to Oak Park and inquiring about what the high school is like. She has always raved about OPRFHS. However, if students continue to be warehoused and to plug holes in the divisions, she will no longer be able to recommend OPRHFS as an institution that has maintained excellence. The building morale is low and soon property values will follow suit. It is time for the Board of Education to consider seriously partnering with the teachers and modifying the top down directives. An exchange of ideas in an atmosphere of mutual respect is needed, which is lacking and, therefore, damaging. She appreciated the hard work, which the Board of Education does, but she cannot say the same for the results.

Student Recognition

Dr. Millard stated that the high school was honoring senior student-athlete Sammy Brooks for his accomplishments with the OPRFHS wrestling team. Sammy has been a three (3)-time All-State wrestler for the Huskies. As a sophomore, he placed 1st at the State Meet, as a junior he placed 2nd, and this year he was once again crowned State Champion at the 182 lb. weight class. Sammy also served as co-captain of the wrestling team, and was instrumental in helping the team finish 2nd in state at the IHSA Dual Team State Meet on February 25. He was presented with a certificate.

**Board of Education
Comments**

Ms. Patchak-Layman thanked Ms. Hildner for coming forward to ask for a dialogue.

Ms. Patchak-Layman attended the Early Childhood Collaboration meeting and learned that the YMCA has an after-school program for high school students to attain a Level I Certification for childcare which when completed will allow them to be entry-level childcare workers. She hoped that students could be made aware of this opportunity.

Ms. Patchak-Layman congratulated the Spoken Word team that had a very exciting event at Victory Gardens in semi-finalists and one member went on to individuals finals.

Open Lands published a brochure and featured an OPRFHS graduate, Abigail Lance, who is a rower and is a Chicago waterways advocate for making the waterways clean and useable. Ms. Patchak-Layman noted that Ms. Lance had pursued a passion that was not offered at OPRFHS, rowing. She had carried on the "Tradition of Excellence."

Ms. Patchak-Layman asked that the ideas brought forward from the IGOV meeting be discussed at the April 12 meeting of the Board of Education. The Board of Education must take action on the things it will support.

Mr. Phelan stated that Sam Brooks was not only an outstanding wrestler but also an outstanding human being. Mr. Phelan was complimentary about the family's commitment to this community and Mr. Brook, Sammy's father, was a long-time youth football coaches. Mr. Phelan also spoke about the high school's great wrestling program and its coach, Mike Powell, who was featured in Sports Illustrated and despite Mr. Powell's debilitating illness, has taken the team to second place in the state championship. He felt no one could meet a better human being or coach.

FOIA

Dr. Millard reported that three of the FOIA's received were resolved.

Student Council

Mr. Rouse reported that Student Council was continuing to focus on a month-long charity drive. It is determining where to send the proceeds of its activities and what fundraising events will be chosen.

Mr. Rouse reported that Huskiepalazzo was great and he appreciated Ms. Patchak-Layman's attendance.

Faculty Senate

Mr. Hunter commented on the remarkable weather this winter. In the past, the staff might have been uncomfortable in some parts of the building, but no one has complained this week, he believed, because of some of the investments that the District has made in the facility. It has made a big difference.

It is always nice at this time of the year when the Board of Education talks about sabbaticals. He hoped that teachers would be allowed to continue to learn more about their craft.

Superintendent Report

Dr. Isoye reported that earlier this week a team of OPRFHS representatives attended the Minority Achievement Network's mini conference in Cleveland Ohio. It is a meeting for member districts to network and hear about the work at other schools. The hosts were the districts of Shaker Heights School District and Cleveland Heights/University Heights School District. The team consisted of David Bernthal, Science Teacher; Dan Cohen, English Division Chair; Julie Frey, Math Division Chair; Joyce Gajda, Math teacher; Phil Prale, Assistant Superintendent for Curriculum and Instruction, Sarah Rosas, English Teacher and he.

Its theme was about increasing the number of students of color who successfully completed honors courses. Speakers included Dr. Donna Ford from Vanderbilt University about recruiting and retaining racially different students in honors classes, and Dr. Julian Earls, the Executive in residence at the Monte Ahuja College of Business and retired NASA researcher. Teacher panels and student panels presented on topics such as the educational experience of young men of color, improving education achievement, changing mindsets, motivating high achieving minority students to succeed, Algebra for all at Grade 8, guidance counselors' perspectives on students assessing and achieving honors, advanced and IB curriculum, studying while Black, what student narratives can teach the high schools about closing the racial Achievement Gap, etc.

Discussion ensued about new ideas and programs and an affirmation of the many good things on which OPRFHS is working. Those from who participated will consider what OPRFHS already has in place and how to better position the school.

Dr. Isoye also stated that the Board would be presented with ideas for instructional space in April as the FY 2013 budget is considered.

Science Division

Bill Grosser, Science Division Head, provided the Board of Education with an overview of the Science Division. In the presentation, he spoke about the need of the division, the facilities that the Board of Education supported, PLTW-Engineering, Science-Common Core, Partnerships, Middle School Articulation, After School Enrichment, OPRF Science Technology Engineering and Math (STEM) Outreach, and Summer STEM.

Regarding the future of STEM, he displayed a graph showing that from 2008-18 STEM employment was projected to grow at a rate of 17% versus non-Stem employment at 9.8%.

Mr. Grosser talked about the facilities. Six science labs had been renovated with computers and smart boards installed, and a research lab was opened. There are four phases to the STEM Facilities Development Plan.

He continued that the Project Lead the Way Program has been outstanding. He thanked the Board of Education for its support in launching this program. He was excited about the demographics, as it racially mirrored the student population. It is a program for students in the 25% or above range academically, so it is a great entry level for students. While the student population in this program is not 50/50 male/female, approximately 25% are female which is much higher than the national average.

The following four new courses were launched:

- Introduction to Engineering Design (IED)
- Principles of Engineering (POE)
- Civil Engineering and Architecture (CEA)
- Digital Electronics (DE)

These new courses replaced old courses with nationally recognized principals. Enrollment has grown in all of the courses with the exception of IED, but it is very strong. Engineering Design and Development (ED) is the capstone course, an independent project, where students design their own engineering project. Staff needs training in order to teach the class and he hoped that this course would be implemented in 2013-14. He spoke about students designing models and then printing them out on the school's 3D printer. The Robotics Club also uses this printer. Mr. Grosser spoke highly of both Nick Michalek and Ryan Van Horst who spent the summer at the University of Illinois in Champaign learning more about this program.

Mr. Grosser said that the Science Division was also excited about the Independent Research in Biomedical Innovation-Research (IRIBIC) class. This is an Honors and gateway class for those who have not taken an Honors course. He envisioned that students who had not taken an Honors Course could do so in their junior or senior year. It is college prep, highly recognized, and a high-level class. This year 15 students were registered for it and next year approximately 25 students are registered. During the year, they design their own research, read 30 research papers as part of background on their topic of research, and then write and present their projects at the Percy Julian Symposium and at other science competitions. Mr. Grosser stated that there are over 100 students who are doing science research on their own ideas with the oversight of Ms. Allison Hennings, Mr. Joseph Costopoulos, and mentors from Dominican University and the University of Illinois' Women in Science Program who were recruited by Mr. Costopoulos and Mr. Norb Teclaw.

Mr. Grosser talked about what science was doing to help those students who struggled academically. Freshmen or sophomores who fail biology are behind their peers by one year and data shows that there is a racial disparity to that as well. Last summer a new course, Life Science, was added to the summer scheduling to emphasize 1)

laboratory/process skills, 2) biology content knowledge, and 3) executive function study skills. Three staff members worked with the students who enrolled in this course all summer.

In addition, Science may run a Bridge to AP Biology course during the summer. It is a hybrid of the Internet-Traditional Summer Evening Course. This course meets one or two nights per week so that students could hold a job during the day. Non-honors African American students that have the academic potential are targeted. One student who took this course and was a Spoken Word member is now on a full-ride science scholarship at a university in Missouri to become a science teacher.

Science has two goals:

- 1) decrease achievement gap by having core academic areas coming to consensus on what the objectives are for the course, e.g., vocabulary, objectives for the teachers, specific targets for the students, and lab activities and assessments.

Using Mastery Manager, teachers are looking at what students are doing by reviewing fall semester scores each Monday morning at TCT meetings. Teachers are able to drill down to address specific targets. If the achievement gap on one target, it is believed that the gap can be eliminated.

- 2) increase emphasis on Dimension No.1 of the common core standards. The scientific and engineering practices include:
 - a. asking questions (for science) and defining problems (for engineering)
 - b. developing and using models
 - c. planning and carrying out investigations
 - d. analyzing and interpreting data
 - e. using mathematics and computational thinking
 - f. constructing explanations (for science) and designing solutions (for engineering)
 - g. Engaging in argument from evidence
 - h. Obtaining, evaluating, and communicating information

Mr. Grosser spoke about the development of partnerships with University of Illinois of Chicago (Women in Science program), Northwestern University (mathematical modeling teachers), and Dominican University (an all-star partner). He thanked Mr. Prale and Ms. Hennings for their work in developing the relationship with Dominican University, as every Thursday it sends its post baccalaureate students who are studying to get into medical school to work with OPRFHS students. Because Dominican University has been so involved with the OPRHFS research program, it will give 3 hours of college credit to those who take the IRBI class. An advanced summer class, open to IMSA and Niles Township High School as well, will be taught by a Dominican teacher and students enrolled in it will be eligible for another hour of credit. The Museum of Science & Industry has been a great supporter of the high school and hosted the Nextgen-2011 Conference where students were connected with scientists. In addition, three summer programs will be taught by District 90 and 97 middle school teachers with high school students working as mentors. Mr. Van Horst will teach a two-week Project-the-Lead the Way pre-engineering camp. Other partnerships include ISAT with the Percy Julian Symposium. Mr. Bob Parks, along with Mr. Michalek won the Technology Club/Robotics at the middle school level, the

national competition, and they are now preparing for the Google Competition. OPRFHS hosted the STEM Summit in which over 200 educators and administrators participated, and at which Senator Dick Durbin spoke.

Summer field studies include: Field Biology in the Appalachian Mountains, Marine Biology in Florida, Costa Rica, Africa, Arctic, Galapagos, and the Pacific Northwest.

Mr. Phelan complimented him on his presentation. He asked what follow up had occurred after finding the disparities with the ACT Scores. Mr. Grosser stated that teaching to the test was good if the test measured what was desired. There are two test standards—content and process. Science will concentrate on the process standards because teachers want to teach good science and are working on those skills year after year. ACT scores measure process standards best. Content standards are the more formulated assessments. There is a big push for OPRFHS is to be trained in the seven strategies for assessment and learning. For content standards, he believed in looking at formative assessments and more frequent assessments. He did not believe moving on from something without first mastering it. When students take the final exam, he wanted them to have proficiency in the content pieces. As they drill into the data, they will be able to determine the learning cycle and how to do things differently, the reason for the disparities, etc. The TCT teams have been tasked with looking at student work and determining how to move forward.

The college readiness scores in Science need to be higher than in other areas. College readiness is about the ability to think and the ability to read. He believes that three years of science will allow students to learn how to construct their own data table and procedures from their own science experiments, and use that process when they take the ACT. While a prolonged effort across the board to get teachers to change the way they teach, it is happening.

When asked if any discussions about the sequencing of the science courses had occurred and what happens when students are allowed to take their required science classes in their first three years, Mr. Grosser stated that data shows that if students have three years of science before they take the ACT, their scores are higher. A discussion about this has not occurred. Data would be available as to what students score on the ACT with X number of years of science, but having the experience of three years of science does help. OPRFHS has an integrated lab science program and students are exposed to physics in this class.

First Semester Discipline Report

Mr. Rouse thanked Mr. Wiencek and the Deans for the First Semester Discipline report. The report included six individual reports on discipline statistics. Each report contained a brief data analysis followed by the notated data tables. In addition, two brief overview tables followed by a general summary analysis of what was included in the six reports. Mr. Wiencek highlighted the following:

- The total number of infractions has almost been reduced by 21%, from 4,558.
- Class II infractions make up 88% of infractions committed by students.
- Sophomore students committed more infractions than students of all other grades, consistent with previous years;
- The total number of detentions has decreased from previous years and the total number of suspensions has increased. Expulsions have dropped significantly.

In the summary of Offenses by Gender and Race, the analysis was:

- Failure to Serve Detentions continues to be the number one offense by a sizable amount. Accounting for 2,557 of the 3,612 total offenses (71%).
- Without Failure to Serve Detentions, there would have been 1055 total offenses in the first semester.
- African American students (28% of total OPRF population) accounted for a disproportionate number (1460) of the 2,557 total Failure to Serve Detentions (57%).
- A disproportionate percentage (59%) of African American students accounted for 2,138 of all offenses with the largest group of the offenses coming from African American males 1356 (38%).

In the summary of offenses by Special Education and Race, the analysis was:

- Students with IEP's make up 17% of our student population and accounted for 31% of our total first semester offenses.
- The largest percentage of offenses for students with IEP's was in
 - Class 1 – 33%
 - Class 2 - 31%
 - Class 3 – 35%
 - Class 4 – 24%
- African American students with IEP's had far more offenses than other students with IEP's, accounting for 623 of the 1,126 total offenses in this category (55%), which is lower than the overall offenses for African American students without an IEP.

In the summary by consequences by Race, Grade and Gender, the analysis was:

- The percentage of total consequences given were:
 - Detentions – 44%
 - Restricted Lunch – 36%
 - In-School Suspension - 16%
 - Out of School Suspension – 4%

In the school suspensions by Gender and Race, the analysis was:

- 72% of all first semester In School Suspensions were issued as the result of a Class 2 infraction.
 - 61% of all the Class 2 infractions receiving In School Suspension were the result of failing to serve detentions.
 - Failure to Serve Detentions accounted for 44% of all In School Suspensions.
- 21% of all first semester In School Suspensions were issued as the result of a Class 3 infraction.
 - 61% of all the Class 3 infractions receiving In School Suspension were the result of Active Defiance of Authority (the offense used for leaving campus without authorization).
- 7% of In School Suspensions first semester were received as the result of a Class 1 infraction.
 - The Class 1 infractions receiving In School Suspension were from multiple Class 1 offenses and bundled with other accumulated infractions.

In the Out-of-School Suspensions by Gender and Race, the analysis was:

- 20% of Out of School Suspensions were received as the result of Class 2 infractions.
 - Class 2 infractions receive out of school suspension when there are multiple offenses or they are bundled when other offenses have accumulated significantly.
- 61% of Out of School Suspensions were received as the result of Class 3 infractions.
 - 24% of the Class 3 infractions were the result of multiple offenses receiving Gross Misconduct 3.
- 19% of Out of School Suspensions were received as the result of Class 4 infractions.
- 76% of the Class 4 infractions were the result of multiple offenses receiving Gross Misconduct 4.

All Suspensions by Class of Infraction, Year of Graduation, and Race, the analysis was:

- 21% of In School Suspensions were received by White students.
 - 25% of Class 2 and 3 infractions were committed by White students.
- 10% of Out of School Suspensions were received by White students.
 - 19% of Class 3 and 4 infractions were committed by White students.
- 62% of In School Suspensions were received by African American students.
 - 60% of Class 2 and 3 infractions were committed by African American students.
- 70% of Out of School Suspensions were received by African American students.
 - 66% of Class 3 and 4 infractions were committed by African American students.

Discussion ensued. Mr. Wiencek felt that the *Code of Conduct* was broken more by students of color and the detention program needed to be refined. Eighty-eight percent of infractions were Class 2 infractions with the majority being the “failure-to-serve” detentions. It will take collaboration and the villages to determine how to change that behavior.

Discussion ensued about the number of students being taken out of class to serve in- or out-of school suspensions. While the number of infractions were down, the amount of time students were out of classes had increased. Deans do ask students their preference for serving their consequences, e.g., during lunchtime, before or after school, or foregoing study hall. There is no required time to serve the detentions. After spring break, the Joint Committee on Student Behavior will look at ways to motivate students to do the right thing and, if consequenced, how to serve that consequence in different capacities. The reality of having a robust tardy system in the building of 3,200 students is that it is going to catch more students. Each student has eight opportunities in a day to be late and consequenced. If they do not serve the detention, the numbers grow. Deans try to bundle consequences together and have students serve them differently. The *Code of Conduct* has addressed behavior by having a progressive discipline model with consequences continuing to develop. Mr. Wiencek stated that this year, the District has tried to enforce failure to serve detentions. In the past, there was an unofficial amnesty for students who did not serve their detentions. He predicted the numbers would drop as students realize that amnesty is no longer being given. Data processing and he are working to create a way

to track the Dean interventions that occur, e.g., entering a negative number that would represent the number of days saved from in-school and out-of-school suspensions because of an intervention. Interventions used to prevent consequences include using Concordia for counseling, conferencing with the ED Team, Dean conferences, mediations, parent conferences, etc. The Board of Education asked for the following: 1) data by incident, e.g., 200 incidents resulted in 750 disciplinary offenses, etc.; 2) do the disciplinary statistics mirror student demographics; and 3) what other schools are doing with regard to discipline/alternative consequences, etc. Mr. Rouse reminded the Board of Education that the infractions were 20% less this year and that other schools do not have an ISS program, which means students are just out of school.

Dr. Lee asked a series of questions, including where did the District stand in terms of its ability to look at different kinds of infractions. What kinds of efforts can the District put forward in treating one problem versus another problem? He believed that while the greatest number of infractions was being late to class, he assumed that there were more serious kinds of violations. What kind of time and energy should be devoted to drug violations as opposed to physical aggressiveness? Tardiness? How does tardiness affect academic performance? How important is it that students are in class on time as compared to the other ways they may violate the rules? Should the rules be changed? He wanted an assessment to see if the things being accomplished were either good or bad.

Ms. Fisher reflected that the District has gone from 40 expulsions per year in a past year to only one this year thus far because efforts have been expended on the most serious infractions, which have been reduced dramatically. Now the District is in a better position to shift the focus to the less serious infractions in order to reduce their numbers; 20% is a reflection of that effort. Mr. Finnegan added that students sometimes cannot find security personnel to give them a tardy pass back to class.

Discussion ensued about the number of students involved in the infractions. Did some students have more than one consequence? The top five offenders were given more than 35 consequences. These students had been discussed by the PSS Teams and had received numerous interventions before being issued any consequence. The next highest number of consequences was issued to approximately 15 students and the next highest to eight students. He will provide that information to the Board of Education. Ms. Patchak-Layman, a big proponent of the restorative justice system, stated that the *Code of Conduct* should not be relied upon as a type of punishment for behavior. The District's purpose is to help students learn better behaviors and to have a proactive way to get the information. Schools and many communities are implementing these practices, e.g., peer juries at the village level, etc. Everyone must ask how to create a better environment for all students who want to be here as opposed to saying "gotcha" and maintaining the same culture. Part of restorative practice is helping students understand that their behaviors have consequences to other people, that they need to be rectified, and then new behaviors learned.

In response to Dr. Lee's question about the sale of marijuana in the school, Mr. Rouse said that while it is still prevalent, the school is trying to find alternative consequences.

Building Professional Development Model Ms. Holland reviewed the report on Building Professional Development Model for 2012-2013 that was in the packet. Discussion ensued.

A question was raised about scheduling professional development time every other Wednesday in the afternoon and how students would spend their time waiting for after-school activities. Ms. Holland stated that the homework/tutoring center would be expanded to a large hub to student support where students can do homework, study, etc. Paraprofessionals will be hired to support the students and volunteer tutors will be available until teachers are out of professional development. This will be in addition to the before- and after-school tutoring offered every day of the week, staffed by teachers. The administration is looking at expanding the space and to be more engaging. Previously the District offered tutoring until 4:00 p.m., but that time may be lengthened. Practice schedules will determine who might go home on Wednesdays. Those who are not involved in extracurricular activities may also want to stay. The District will talk with the Village and other resources such as Thrive Counseling and the Oak Park Youth Interventionists about additional program. Other districts that implemented a schedule such as this had concerns initially but found that students did the same things at this time that they did after a regular release time. Those who cannot go home may stay in the building for additional support.

Eight more hours of professional development for teachers will be added. Ms. Holland believed that in order to have different outcomes, an investment in the teachers needed to be made. This summer Division Heads will receive training and they will be asked to lead the work of the TCT. Additional summer professional development offerings will include training on executive functioning, the reading program, etc.

Mr. Hunter was unsure of the faculty's depth of knowledge about this program because it is a very busy time, but when they do become aware, they will be very interested in it.

Ms. Fisher was concerned about the loss of an additional eight instructional hours for students. Mr. Phelan was concerned about another initiative that was taking students out of the classroom. Mr. Rouse stated that the alternative would be to eliminate some of the initiatives. The present Monday morning late arrival schedule was a small start in the preparation and support of teachers. The administration feels this new schedule will benefit students far more in the end. The District anticipated offsetting some of the time teachers might have considered being out of the classroom to attend conferences, etc. with this and, as such, require less substitute time. The District envisioned this to provide a more focused, coherent, and aligned program. Dr. Isoye stated that the District is working with Pacific Education Group. DELT, the in-house leadership team for this endeavor, has been charged to develop a plan for next year to fit into this discussion. Mr. Rouse stated that professional development about race should be part of the system and not a separate entity. Ms. Patchak-Layman remembered that part of the PEG training was that of training other teachers to be trained and lead the Courageous Conversations About Race (CCAR). Ms. Holland stated CCAR conversations are not easy to do and one cannot use the train-the-trainer model for that, as it is difficult for the trainer to teach others how to do that if they have not engaged in examining their own beliefs. The District will look at every strand and every aspect of professional development in this regard.

Ms. Patchak-Layman reiterated her request that January 7, 2013, be a full day of classes, not an institute day.

Sabbatical Requests

It was the consensus of the majority of Board of Education members to approve the sabbatical requests of Raffaella Spilotro and James Bell for the 2012-13 under the Action portion of the agenda.

Three sabbatical requests were submitted and the Sabbatical Committee strongly supported the two brought forward. Last year only one request was received.

Intergovernmental Agreement with the Park District of Oak Park

It was the consensus of the Board of Education members to approve the Intergovernmental Agreement (IGA) with the Park District of Oak Park for first reading under the Action portion of the agenda.

Executive Director of the Park District of Oak Park Gary Balling approached Dr. Isoye about formalizing their relationship. Several years ago, the District was approached about this but nothing had developed. This aligns with the work that the Park District did with District 97. The Park District Board is reviewing this as well. This has been a collaborative effort on both sides and consideration was given to all of the nuances in terms of utilization.

This agreement proscribes a method for talking about successes or challenges faced by the IGA with the proposed annual joint meeting. District 97 has the same provision, but it has not yet held one. This agreement represents an ongoing commitment to work with entities and to provide a mechanism to talk about things in the community that would affect them. Mr. Stelzer was complimentary about how the Park District had kept the high school aware of the Park District's major capital projects and had asked for the high school's input. The relationships have worked because of the people involved and the agreement formalizes the process. The language regarding the joint development of tot lots when economically feasible and beneficial was language from the agreement with District 97 and was intentionally kept in case OPRFHS needed help in the development of a playground for its Childcare program.

Mr. Phelan asked for legal advice about whether the District would find itself underinsured of a claim by virtue of the fact that each entity is indemnifying each other.

Mr. Stelzer noted that the use of facilities by the Village of River Forest and the high school does not have as broad a scope as does this relationship.

Superintendent Evaluation form

Dr. Isoye presented the Superintendent Evaluation that Dr. Millard had asked Ms. Fisher, Ms. McCormack, and him to create. Ms. Fisher stated that they tried to combine what were the most sensible questions/comments from the various forms reviewed. Feedback was sought from Board of Education members.

Ms. Patchak-Layman felt the Superintendent's evaluation should set the District's standard as to what an evaluation should convey; it should contain specific rubrics and not left up to an individual's perception as to whether something was or was not completed. Questions to be answered by Strongly, Agree or Strongly Disagree, suggests an interpretation as to whether the activity was completed as opposed to having performance rubrics to let one know whether the domains were categorized or obtained.

Ms. Patchak-Layman highlighted Domain 2, No. 8, Demonstrates ability to make decisions promptly and correctly. The evaluation list the options of agree, unsure, disagree. In the leadership framework book, *Assessing Educational Leaders*, and how to look at performance domains and whether they were being done, decision-making was broken down into other dimensions, i.e., having a factual basis for decision-making, which included having specific references to internal/external data on student achievement and objective data on curriculum leadership and teacher practices. A proficient leader's record of decision-making would reflect clear reliance on state and district student achievement standards. If the performance were exemplary, one would be able to show a variety of data sources as to whether one adhered to the rules of data as reflected in decisions, citation of specific examples of practices, etc. Once that is in place, the Board of Education can give the Superintendent direction. The District is now better at deciding whether its goals are being met, as benchmarks have been included.

With regard to best practices, Ms. Patchak-Layman thought the Board of Education would incorporate them in leadership performance evaluations as was noted last year in the evaluation. The Board of Education did not undertake that option at that time because it felt it was too new. The State is going in this direction in terms of evaluating principals, e.g., performance goals and measures. The book suggests addressing three or four areas in this way per year.

While understanding Ms. Patchak-Layman's position of having this tied to the Board of Education goals and incorporating rubrics, Ms. McCormack stated that it would difficult for any board to design and to answer. Dr. Millard stated that a comment section at the end of each section was included and if Board of Education members wanted to give examples, it would be more valuable to the person being evaluated. Mr. Finnegan felt the present document was workable and to design something more would be take a significant amount of time. If the state mandated a form, he would support using it. Mr. Phelan stated that the evaluation was in control of the evaluator. What this does is expand it by saying thumbs up or down and it comes up with an analytical review of some parts of the performance. If something more needed to be added, he would do so. Dr. Lee felt he could evaluate the superintendent with even fewer questions.

Dr. Isoye will work with Dr. Millard on next steps.

Policy 1410

It was the consensus of the Board of Education to approve Policy 1410, Facilities Rental, for first reading under the Action portion of the agenda. This change is being recommended because a feeder group specifically named in the policy changed its name.

Review of Instructional Materials Fee

The District recommended not changing the Instructional Materials Fee for next year. Ms. Witham noted that the District came close to breaking even with the \$320 charged last year. The District's intent was to maintain that level for several years. A significant investment was made last year and in 2016 and 2017 many books will have to be purchased. In that timeframe, the

cost basis is anticipated to be \$324. This will continue to be monitored. Different kinds of instructional technologies are being discussed.

Ms. Patchak-Layman, personally, objected to this amount, because all of the students had been included in the average. If only the students who were paying were charged, the cost would be \$268 versus \$320. Students are paying for those students who qualify for the government's Free and Reduced Lunch Program and who do not pay for their textbooks. She feels the District is responsible for paying for these students' materials, not the other students. She also objected to not having a sliding fee scale for those who are just barely over the Free & Reduced Lunch Program limit.

It was the consensus of the majority of the Board of Education members to approve the Instructional Materials fee for next year, as presented under the Action portion of the agenda.

ISBE Maintenance Grant

It was consensus of the Board of Education to approve the application for an ISBE Grant of approximately \$50,000 to use for HVAC purposes under the Action portion of the agenda.

Pool RFP

Discussion ensued about the two companies that had submitted RFPs for the pool study. Ms. Patchak-Layman favored Water Technologies because of its broad base of experience and the fact that it would not be encumbered by the current history of working with the Park District. She felt it would be good to have two separate perspectives. She was informed that the price of \$9400 and \$6500 were for the same services offered by Stantec.

Some members felt that because Stantec was working with the Park District, the firm and would not have as steep a learning curve was beneficial. The administration recommended using Stantec.

It was the consensus of the majority of Board of Education members to accept the services of Stantec under the Action portion of the agenda.

Audit RFP

Discussion ensued about the two audit companies that had presented at the March 8 Board meeting, Klein-Hall and Baker-Tilley.

It was the consensus of the majority of the Board of Education members to secure the services of Baker Tilly for its audit under the Action portion of the agenda. Baker-Tilley is known for its work on internal controls.

Dr. Lee and Ms. Patchak-Layman felt that the \$26,000 difference in the proposals was substantial and that the smaller firm could do the job, as its deals mostly with school audits and does not have a rotational staff.

Ms. Patchak-Layman noted that Scott-Klein offered to do more internal controls if it found something that needed that oversight, rather than immediately paying for it. Ms. Fisher stated that while she felt the Business Office could withstand any scrutiny, engaging Baker-Tilly supports a clear and transparent record for the community to see. If that is Baker-Tilly's typical approach, then the Board of Education should not shrink from that fact.

The Board of Education's budget includes the audit fee.

Consent

Ms. Fisher moved to approve the Gifts and Donations, as presented, Monthly Financial Report, Monthly Treasurer's Report, Check Disbursements and Financial Resolutions dated March 22, 2012, and the Charge Withdrawal Agreement; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

**Personnel
Recommendations**

Dr. Lee moved to approve the personnel recommendations as presented, including retirement requests, resignations, leaves, changes of assignment, and transfers; seconded by Mr. Finnegan.

The number of retirements was larger than anticipated probably due to the contract and the expectation that if TRS changes how it pays pensions, TRS will still honor retirement contracts. The number of retirees may be larger than next year as well. All of these individuals have met the rules of teaching a full 35 years or are age 60. Ms. Smith will provide the Board of Education will the number of teachers who are currently under a retirement contract.

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

**Amended Budget
On Display**

Dr. Millard moved to approve the Resolution to Place the Amended Budget for FY '12 on display for 30 days beginning March 23 in the Business Office of the high school; seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.

Auditor Contract

Mr. Finnegan moved to accept the selection of Baker-Tilley to be the District's audit services provider for Fiscal Years 2012-214; seconded by Ms. Fisher. A roll call vote resulted in five ayes and two nays. Dr. Lee and Ms. Patchak-Layman voted nay. Motion carried.

Ombudsman Contract

Dr. Millard moved to approve the Ombudsman Alternative Education Services Agreement for the 2012-13 school year, maintaining District utilization at 10 student slots at a cost of \$5,765 per student; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Website Vendor

Dr. Millard moved to approve the contracts with Innersync Studio, LLC for Website Development and Website Hosting, as presented; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

RFP for Pools

Dr. Millard moved to accept the Board of Education's selection of Stantec to be the District's pool consultant; seconded by Mr. Finnegan. A roll call vote resulted in five ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

**Yearbook Printing
Bid**

Mr. Finnegan moved to award the Yearbook Printing bid to the lowest-responsible bidder, Jostens, as presented; seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.

Photography Bid Dr. Millard moved to approve the one-year contract extension with VIP for the 2012-2013 school year, as presented; seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.

Sabbatical Requests Dr. Millard moved to approve the sabbatical leave request of Raffaella Spilotro and James Bell for the 2012-2013 school year; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

ISBE Maintenance Grant Dr. Millard moved to approve the Illinois State Board of Education School Maintenance Grant for capital projects for FY 2012-13; seconded by Mr. Finnegan. A roll call vote resulted in all ayes. Motion carried.

Release of Probationary Non-Tenured Mr. Finnegan moved to approve to the resolution authorizing the dismissal of Probationary Non-Tenured Teachers; seconded by Dr. Millard. A roll call vote resulted in all ayes. Motion carried.

Release of Fourth-Year Probationary Teachers Dr. Lee moved to approve to the resolution authorizing the dismissal of Fourth-Year Probationary Teachers; seconded by Mr. Finnegan. A roll call vote resulted in all ayes. Motion carried. This is division specific based upon need.

Ms. Smith explained that probationary non-tenured teachers are dismissed because the District does not know if it has a position for them next year. Fourth-year probationary, non-tenured teachers need a separate resolution because they have recall rights.

In the future, reductions in force may be based on the evaluation ratings as teachers will be grouped based on their ratings of the last three evaluations.

Ms. McCormack stated that voting for these resolutions was very difficult to do as the District was losing some wonderful teachers.

Release of Deans of Discipline Mr. Finnegan moved to approve the resolution authorizing the dismissal of three Deans of Discipline; seconded by Dr. Lee. Discussion ensued.

Ms. Patchak-Layman asked:

- 1) Why only three positions are were being released, as there are four deans?
- 2) Who is going to do the work of the deans?
- 3) Will those who are tenured move into teacher positions?

Ms. Smith explained that the District was eliminating the position of Dean and establishing the position of Student Interventionist Director (SID) to partner with administration/Division Heads to provide support, professional development, intervention with regard to behavioral issues, strengthen PBIS, and participate in student discipline on an administrative level. This position will require a Type 75 Certificate. A fourth dean is in his last year of service. After he retires, the position will be made a SID. While it is the District's intent to appoint the three deans to those positions, they have not accepted that appointment yet. As such, two have been placed into next year's teaching scheduled. One is not yet tenured but if the position is accepted, the person will start his/her tenure track.

Ms. Patchak-Layman asked why the District was not posting this position, as had been the practice for new positions. Ms. Smith stated that if this position were on top of the current positions, the District would advertise. The District believes the Deans have been working with the administration on this transition as to the goals and the direction of the Board of Education with regard to discipline and student support. Appointing these people to these positions will allow the District to strengthen what they are able to do and give them the training to do appropriate evaluations. Every administrator must participate in a 5-day evaluation training. The Administration recommended Board of Education approval of this resolution as it an effort to support the Board of Education goals.

When asked if the faculty was concerned about instituting this new group of evaluators, Ms. Smith stated their role would be a partnership in the evaluation. When a Division Head has concerns of classroom management, he/she can have the SID observe, partner in the evaluation, and give feedback to address the domains that are part of the evaluation tool. Ms. Patchak-Layman had great concerns because of the plan for a strategic plan, the Board of Education's discussions about student discipline and making changes to the *Code of Conduct*. If one person has one year left, the District has another year to make a decision. The District does not know the outcome of strategic plan discussions and what recommendations may come with regard to other roles, activities, expertise, etc., that may be added to the Deans of Discipline role, which may or may not be administrative. She felt another year would be a good opportunity to have this as a transition year to have all of the conversations together.

Mr. Phelan supported the recommendation based on his understanding that the administration felt this change would better support student achievement, the direction, and the forces within the school. He did not share Ms. Patchak-Layman's concern. Ms. McCormack noted her support for this change even though she did not fully understand the change. Mr. Finnegan supported the recommendation and he was thankful that three people would be retained as well as their institutional knowledge. Ms. Fisher supported it because the administration felt that the reconstituted position would be better serving as interventionists for students and she felt it aligned with the conversation that the Board of Education was having on student discipline.

Ms. Patchak-Layman felt that this role was administrative and administrators tend to spend less time with students and more time with adults. While she liked the name of Student Interventionist Director, she felt their focus should be on the students and not administration.

Policy 1410

Dr. Millard moved to approve Policy 1410, Facilities Rental, for first reading, as presented; seconded by Ms. Fisher. A roll call vote resulted in all ayes. Motion carried.

IGA with Park District

Dr. Millard moved to approve the Intergovernmental Agreement with the Park District of Oak Park, for first reading; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Instructional

Dr. Millard moved to maintain the Instruction Material Fee at \$320 per

Materials Fee student and continue to monitor on an annual basis; seconded by Ms. Patchak-Layman. A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

Minutes Dr. Millard move to approve the open and closed session minutes of February 23, 27, March 6, 8, and 12, 2012 and declare that the Closed Session Audio Tapes of May 2010 shall be destroyed; seconded by Dr. Lee. A roll call vote resulted in six ayes. Ms. Patchak-Layman voted nay. Motion carried.

Substitute Support Personnel Dr. Millard moved to approve the daily rate for support personnel substitutes to be set at \$12 per hour for the 2012-13 school years; seconded by Ms. McCormack. A roll call vote resulted in five ayes. Ms. Patchak-Layman and Dr. Lee voted nay.

Ms. Smith reported that last year the District paid \$14 per hour for this service. The District has a pool of people from which to choose to hire for these services.

Closed Session At 11:30 p.m., on Thursday, March 22, 2012, Dr. Millard moved to reconvene its earlier closed session; seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.

Adjournment At 12:40 a.m. on Friday, March 23, 2012, Dr. Millard moved to adjourn this meeting; seconded by Dr. Lee. A voice vote resulted in motion carried.

Dr. Dietra D. Millard
President

Amy McCormack
Secretary