

May 23, 2013

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, May 23, 2013, in the Board Room of the OPRFHS.

Call to Order

President Phelan called the meeting to order at 6:36 p.m. A roll call indicated the following Board of Education members were present: Thomas F. Cofsky, Dr. Steven Gevinson, Dr. Ralph H. Lee, Dr. Jackie Moore, and John Phelan, Jeff Weissglass. Also present were Dr. Steven T. Isoye, Superintendent; and Gail Kalmerton, Executive Assistant/Clerk of the Board and FOIA Officer.

Closed Session

At 6:36 p.m. on Thursday, May 23, 2013, Mr. Phelan moved to enter closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; 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 Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

At 6:37 p.m., the Board of Education recessed its closed session and resumed its open session at 7:25 p.m.

Joining the session were: Dr. Tina Halliman, Assistant Superintendent for Pupil Support Services; Amy Hill, Director of Assessment and Research; Nathaniel L. Rouse, Principal; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Karin Sullivan, Communications and Community Relations Coordinator; Cheryl L. Witham, Assistant Superintendent for Finance and Operations; and James Paul Hunter, FSEC Executive Committee Chair.

Visitors

Mary Haley, League of Women Voters; Jonathan Silver, OPRFHS Student Intervention Director (arrived at 8:05 p.m.); Dr. Allan Alson, Educational Consultant; Tod Altenburg; John Bokum and Kevin Peppard (arrived at 9:15 p.m.), community members; Trapeze student; and Terry Dean of the *Wednesday Journal*.

Public Comments

Mr. Bokum, resident of 629 S. Home, Street, Oak Park, congratulated the new Board of Education members. Mr. Bokum plans to continue to attend Board of Education meetings as he represents a contingency of community members. Mr. Bokum urged the Board of Education to implement videotaping of its meetings.

Status of FOIA Reports

Mr. Phelan reported that five FOIA requests had been received and five were resolved.

Faculty Senate

Mr. Hunter noted that this meeting was his last Board of Education meeting as the Faculty Senate Executive Committee Chair, having served in that position for eight years. He looked forward to having free Thursday nights. Mr. Hunter also urged the Board to broadcast the meetings.

OPRFHS recruited Mr. Hunter to teach debate and he was happy that the Board of Education had granted his request for retirement. It is an honor to work at OPRFHS.

The feeling that OPRFHS is a unique place with an abundance of opportunities for students must be preserved. Teachers understand that those who work here are hardworking, creative, and thrilled to be here.

Mr. Hunter continued that education is a mess. He referenced a letter that appeared in the *Chicago Tribune* about a Highland Park teacher who resigned from teaching and had posted a YouTube video. Those feelings resonate with many people in education and he recommended that the Board of Education watch it. People want to feel appreciated for the impact they make on student lives even though they are not measured by statistics or using the same teaching methods. He asked the Board of Education to remember that students were the number one priority; the people who serve them have to be excited and respected. The Board of Education needs to be respectful as well.

Mr. Phelan thanked Mr. Hunter for all that he had done for Faculty Senate and the school.

Superintendent Report

Dr. Isoye reported the following:

U.S. Secretary of Education Arne Duncan announced that senior Scott Daniel was named a U.S. Presidential Scholar. The White House Commission on Presidential Scholars chose 141 students nationally, based on their academic records, essays, community service, and test scores. Scott, a graduating senior, also is one of our Scholarship Cup winners and a National Merit Scholarship winner.

Dr. Isoye congratulated John Clay III who won the award for best male in the state in the Illinois High School Musical Theater Awards. He played the lead role of Jean Valjean in *Les Mis*, and will travel to New York this summer to compete in the National High School Musical Theater Awards.

With their first place win at the sixth Annual Northwestern University High School Project Showcase this week, OPRF science students capped off an undefeated season of science symposiums. Of the six competitions that the students in the Investigative Research in Biomedical Innovation (IRBI), class entered, they won first place either individually or as a team in all six. For their latest first place overall win at the Northwestern symposium, the IRBI class beat out tough competition from Stevenson High School and IMSA.

Competing against more than 450 Illinois student entries in 13 categories, OPRF television students scored several top level wins at the annual Chicagoland Television Educators Council (CTEC), Video Festival. Dr. Isoye congratulated Mary Alexander who won first place in the music video category and other place winners: Tyler Milsap, Ana Goelzer, Neil Hedlund, Sara Janz, and Tommy Jackson.

Dr. Isoye reported that the junior Fran Reckers won a gold award and junior Elana Abrams received an honorable mention at the Midwest Chinese Speech Contest. At a Chinese-language speech contest at Valparaiso University, freshmen Thea Schiet and Vera Beilinso won the silver award.

Dr. Isoye congratulated John Martin and Morgan Murphy who finished the Tournament of Champions debate competition in Lexington, Kentucky as one of the top 30 debate duos, out of many thousands of competitors across the country.

Dr. Isoye reported that Alex Gustafson was chosen to compete in the South Side vs. West Side Hoops Classic All-Star Game. He won the Triple Threat Award, the highest honor of the game, given to the player who best exemplifies an athlete with character and high academic integrity and achievement.

Dr. Isoye congratulated John Martin and Jackson Kishbaugh-Maish, who placed seventh in the Illinois Council of Teachers of Mathematics State Math Competition.

Dr. Isoye congratulated Sebastian Medala, who won second place at The 7th Congressional District Annual Art Competition. Congressman Danny K. Davis presented Sebastian with his award.

Dr. Isoye congratulated Drew Lewis, whose choreography was chosen as one of 11 pieces in the state to be performed at the 35th Annual Illinois High School Dance Festival, which attracts more than a thousand participants a year.

On May 13, the OPRF English teachers honored 37 student heroes. Each faculty member chose a student, and all were invited with their families to the celebration ceremony.

Dr. Isoye reported that Ana Spinuzza qualified the second time to compete in the state badminton tournament due to her fourth-place finish in sectionals.

Dr. Isoye congratulated six of the Girls' Track team members qualified for the state meet. He congratulated Olivia Lenzo, Hanna Gorin, Chisolm Nowoko, Jen Smith, Amari Wilkerson, and McKenzie Kroeschell, who finished 2nd in the state in the pole vault.

Dr. Isoye congratulated six of the Boys' Track team members also qualified for state, which is this weekend—Chris Wright Madison, Tariq Taylor, Jamal Baggett, Desmond Bird Murphy, Lionel Townes, and Tariq Taylor.

Dr. Isoye congratulated the OPRF Varsity Boys' Tennis Team who won sectionals last weekend. Qualifying for state were doubles teams Graham Lehman and Jeremy Dixon, and DJ Arends and Jonah Phillion, and in singles, Miles Blim.

Dr. Isoye congratulated the Boys Volleyball team as it won the regional championship and will play Morton in sectionals on May 24.

Dr. Isoye congratulated Director of Food & Nutrition Services Ms. Mike Piekarski and the food-service staff for beginning composting kitchen food scraps through the Village of Oak Park's composting program. In a one-day assessment last year, the kitchen generated 115 pounds of compostable food scraps, which works out to be 575 pounds a week that will be kept out of landfills.

Dr. Isoye congratulated Dr. Chala Holland, Assistant Principal for Instruction, who recently received her doctorate from the University of Illinois at Chicago. The District

is proud to recognize her achievement and the years of scholarly work that she devoted to reach this point in her own educational pursuit.

Dr. Isoye thanked Mr. Hunter for his many years serving on the Faculty Senate and serving as the Executive Committee Chair. He was appreciative of their working relationship they had since Dr. Isoye started and Mr. Hunter effort to have an excellent level of communication between Faculty Senate and the administration. His work always focuses on the students and he is a champion for the work with racial equity. The District is fortunate to have him here for the next five years, as he will continue his efforts to work with students in the classroom and his work in the English division. Dr. Isoye looked forward to working with Sheila Hardin as she steps forward in this role next month.

Strategic Plan Update Dr. Alson was hired to facilitate the Strategic Plan in July 2012 by the then present Board of Education. He acknowledged the seating of four new Board members since that time. He thanked those who were now on the Board of Education for attending some Steering Committee (Committee) meetings. The intended timeline is to bring a draft of the plan to the Board of Education in June and approval in July.

Originally, Dr. Isoye made the suggestion of building a five-year strategic plan. The development of the plan began after Dr. Alson was hired in July 2012. One of the first things Dr. Alson did was to address the faculty and staff at its August Institute Day about the overall framework of the plan.

The purpose or genesis of a strategic plan is to provide a five-year roadmap. It is not static document once accepted and the staff begins implementation. The high school is a dynamic environment and Dr. Alson hoped that the Board of Education would continually ask 1) how the work is being monitored, 2) what are the benchmarks being used, and 3) what is needed to alter the plans to meet the needs of the students and the adults who support those students, etc. The Board of Education has a significant role to play with opportunities to have dynamic conversations with staff members who will be involved in implementing the plan.

Originally, the Board of Education wanted the broadest and deepest input possible from all stakeholders. The Committee is composed of 60 members and represents students, teachers, staff, administrators, parents, community members, representatives of the business community, and higher education, etc., all with varying degrees of familiarity of the high school and/or the feeder schools. The Committee's schedule included at least two evening meetings per month beginning in October, with remarkably high attendance at all meetings. A full-day Saturday retreat was held in January. The Committee continues to meet. He hoped the District would have a thank-you celebration for those who labored to develop this plan. The District, in giving the charge to Dr. Alson to facilitate the plan, asked that the following issues be addressed:

1. Building and addressing disparities/equities
2. Academic achievement
3. School Climate
4. Organizational Health

For months, the Committee studied current and trend data in order to understand the District's current state. That data included school climate data (attendance and discipline), the financial state of the school, the facilities, etc. Nearly 2,000 students,

parents, and community members responded to a survey. In addition, Dr. Alson and Ms. Maunsell conducted over 20 separate focus groups consisting of students, teachers, parents, community members, staff, and administrators. At its January full day meeting, the Steering Committee consolidated data and learning and determined how to move forward. Strategic plans are developed by mission, vision, and value statements. Goals are then derived which are used by task forces. The composition of the task forces include Steering Committee members, faculty, and students, and community members. Task forces will provide high-level action steps for the work to be implemented. Implementation committees, formed by the administration, will be charged to begin on the task forces recommendations.

Grouping the Steering Committee members worked well in coming to a consensus on the mission, vision, and value statements, as the groups had varying perspectives.

The following Mission Statement was developed by studying mission statements from districts from all over the country, other MSAN districts, districts in Illinois, etc.

“Oak Park and River Forest High School embraces its diversity and provides a rich, dynamic, supportive learning environment for all students. The school provides an equitable, holistic education and cultivates the knowledge, skills, and character necessary for success and leadership in a global society.”

The Vision Statement is about where the school sees itself in five years:

“OPRFHS will become a model for educational excellence and equity. Achievement gaps will disappear in a learning environment that is characterized by high expectations, integrity, trust, and compassion and that nurtures the human spirit and allows all students to reach their full human potential.”

It was a consensus of the approximately 60 people participating on the Steering Committee to the following values:

“We believe that all students are capable of success. We further believe in...

- Strong collaboration and communication among students, families, schools, and the community.
- Cultivating an appreciation for diversity, a sense of self-worth, engaged citizenship, social responsibility, and lifelong learning in a global community.
- Strong, trusting relationships that establish a safe and respectful school community.
- An academic environment that fosters curiosity, imagination, leadership, critical thinking, and communication skills.
- High quality, differentiated instruction that engages, supports, and stretches learning.
- Nurturing the professional development of staff, faculty, and administration to support all students’ learning.

- An engaging, challenging education that fully prepares students for all options after high school.
- Providing the academic and social supports students need to achieve success.
- Allocating resources in transparent and purposeful ways to ensure equity and fully support the individual and the collective needs of the school community.
- Ensuring that race, income, gender, and learning differences are not predictors of achievement list.”

The themes that were developed were:

Holistic Community Education—OPRFHS will collaborate with other educational institutions and social service organizations creating seamless transitions for students. Students and adults will build partnerships across our communities and create an engaged, socially responsible citizenship.

Equity

The adults and students at OPRFHS will create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race.

Supportive Learning Environment

Everyone in the OPRFHS community will foster a learning environment that supports and affirms the uniqueness of individuals; values trust, risk-taking, reflection, and self-advocacy; and nurtures a system of supports to meet the evolving needs of all students. (Metacognitive skills, etc.)

Transformational Teaching Learning and Leadership

- All OPRFHS educators will provide rich, engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking, and independent learning.
- All OPRFHS educators will monitor student progress, and use the information to revise and improve teaching practices and student learning.
- OPRFHS will support student learning by providing all educators with professional growth and collaboration opportunities that enhance effective teaching and learning.
- All OPRFHS decision-makers will set high expectations for all, while affirming and supporting teaching and learning in all policies and practices.

Facilities and Finances

As responsible stewards of OPRFHS assets, everyone in the OPRFHS community will make student-centered decisions relating to facilities and finances and allocate resources to ensure excellence and equity.

Each task force has approximately 12 people. Their charge was to develop objectives for the next five years as well as high-level action steps necessary to reach those goals and what measures should be used to drive the goals. The task forces are:

- Holistic Community Education
- Equity
- Supportive Learning Environment
- Transformational teaching, learning, and leadership
- Facilities and Finances

When the implementation of the action steps begins, the Board of Education should be thoughtful about the sequential implementation and consider the following questions.

- 1) Can this be achieved in one to five years?
- 2) Do all of the action steps start at a specific time?
- 3) Does the Board start with the action plans that will have the most impact?
- 4) Which professional development opportunities will have the highest payoffs?

The Committee had asked what assurances would be put in place that the plan would be implemented. Dr. Alson proposed that the Board of Education think about how frequently updates should occur to determine if something is moving forward at an appropriate pace and how Dr. Isoye can inform the Board of Education as to what is achievable and what is not. If not all, what can be achieved, what is the most important action, and/or what gives the most platform? This is about serving the students and making better lives for the students who grow up in OPRFHS, attend schools, and want the best from the high school in order to have successful lives going forward. Dr. Alson was honored to work with the District in putting this plan together.

Task forces will submit their reports next week and a writing committee will have to work hard to put together to put in a seamless document. The Steering Committee will invest two Monday nights in June to review the document.

As noted previously, Mr. Phelan acknowledged the four new Board members who had not been involved in bringing the people forward to be part of the Steering Committee. He asked what the Board of Education's involvement would be in the next two months. Dr. Alson noted that he had presented to the Board of Education five times during this process to give updates so that the Board of Education felt as involved as possible. When the report is received in June, he hoped The BOE would allow itself time to discuss any disagreements with its substance or its format. He asked the Board of Education members to think about the mission, vision, values, and goals that have already been developed by this group, and whether it resonated with the Board of Education, individually and collectively. This is the framework and it is important that they do or do not have a comfort level with it. Dr. Alson felt it was important that the Board of Education model democracy as a group of community leaders. This is the real time for give and take and messaging the Board of Education's own best sense to serve the school and community. He suggested sending any questions to himself and to Dr. Isoye.

Mr. Weissglass offered the following:

- 1) The tax burden on citizens was an issue of the campaign. He preferred to have a value statement about more direct involvement of the communities to provide a great education but to keep the tax burden in check.
- 2) Some of the statements sounded as if the District would solve the achievement disparities, and this is not possible. The goal to eliminate the achievement

disparities in five years is unrealistic. Dr. Alson stated that was an important social academic policy place for the Board of Education to find out where the points of agreement on that are.

Dr. Alson noted that in the last point in particular, in developing such plans there is the tension between the real and the unreal and there is a stretch place for the institution. He suggested looking at the data and determining what the disparities are, e.g., grad rate, college attendance, suspension in Special Education, GPA, honors and AP registrations, etc. Determine where the data is nested and then build the goals.

Mr. Cofsky echoed Mr. Weissglass's thoughts. He appreciated having seen this process evolve. He struggled with the Finance and Facilities goal and the term "student-centered decision", as the Board of Education represents the citizens. Dr. Alson felt that Dr. Isoye could lead the Board of Education through money issues, but it was not just an issue of how much money is spent, but where it will be spent. There will be different advocates for different expenditures.

Dr. Isoye noted that the Board of Education has been strategic in how it plans it work with the constitution of the Facilities Advisory Committee, the Advisory Leadership Team, and the Long Term Facilities Planning Committee. The Finance and Facilities Task Force is a small group because other strategic plans are in place. Much of its work might be how to sustain things going forward.

Furniture Bid

The Huskie Boosters raises and appropriates funds to help purchase items that benefit the students of the District. At the Boosters' request, the District provides suggestions for items requested that were not funded but were valuable. This occurs after the District's own budgeting timeline. This year it committed to fully funding the purchase of furniture for the Green Room used by students involved in the Performing Arts. The District will purchase the furniture being recommended with District funds and the Booster Club will reimburse the District. The District will go through its normal bid procedures, which is required when items are over \$25,000. Boosters were invited to the opening bid with the vendors and kept informed of all of the steps. The renovation of the lights and floors had been part of the rotational maintenance plan and its implementation had been changed.

It was the consensus of the Board of Education to remove the approval of this from the consent agenda to this point in the meeting.

Dr. Gevinson moved to award the bid to Frank Cooney Company, the lowest, responsible bidder on the furniture that would meet the requirements of the Green Room space; seconded by Mr. Cofsky. A roll call vote resulted in all ayes. Motion carried.

Joint Committee on Student Discipline

Mr. Rouse presented a second reading of the Joint Committee on Student Discipline's recommendations for the 2013-14. Mr. Rouse clarified that the Board of Education was approving the narrative report and the Code of Conduct matrix. Discussion today and went through the process of agreeing and it is supported by the committee. The Student Handbook was included in the packet, as a reference for the Board of Education but it does not need Board of Education approval.

Additional edits will be made in the Student Handbook to reflect the new policies recently approved by the Board of Education. The edited version will be presented to the Board of Education as an informational item at a June Committee meeting. No formal approval of the Student Handbook is required by the Board of Education. The name Joint Committee on Student Discipline has been changed to The Parent Teacher Advisory Committee (PTAC). It is responsible for preparing disciplinary rules implementing the District's disciplinary policies, which will be presented annually to the Board for its review and approval via the Code of Conduct Matrix. PTAC supported this matrix.

Per Policy 7:190, the Superintendent, with input from PTAC shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval. A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

References to the 1:1 consequences for the 2013-14 Code of Conduct Matrix are made. In previous years, infractions had a "range of consequences." The goal was simply to remove the ranges of consequences perceived as inconsistent and more punitive over the years for a more transparent, less punitive and explicit Code of Conduct Matrix. Therefore, for every infraction, only one consequence was listed in the Matrix. By being explicit and transparent about the infraction and the consequences, the staff will be more consistent and the students and parents will know the expectations. Proactive discussions will occur about the infraction categories and the consequences associated with them.

The administration recognizes that although it is being intentional and explicit with a 1:1 consequence model, it needs to consider aggravating or mitigating circumstances, which are a part of each scenario. The Student Intervention Directors issue the consequences and have the ability to exercise their administrative judgment and discretion when considering the consequence. The matrix lists what the recommended consequence should be. However, based upon aggravating or mitigating circumstances, the SID can decide to issue a consequence that is less than or greater than what is listed in the matrix. On the Code of Conduct- Codes and Symbols page, it is noted that a Student Intervention Director, an administrator or the Board of Education may determine that additional interventions are necessary. These include, but are not limited to the following: behavioral agreement, counseling services (school or outside agency), peer mediation, or a drug and alcohol program. These guidelines are not all inclusive as a student committing an unlisted act of misconduct will be subject to disciplinary action. The guidelines are not to limit discretion in the enumerated instances of aggravating or extenuating circumstances. SIDs still have flexibility.

PTAC believes and supports the opportunity for students to buy back days of OSS in the new "Jeopardizing My Education" category on the matrix. It believes that the reduction should not go beyond the 50% recommendation because within the newly categorized matrix, a majority of the infractions listed in this category are illegal and subject to police notification and/or arrest. The wrong message is sent to students who commit the most egregious offenses (fighting, verbal abuse, bullying, under the influence, etc.), when they do not have an appropriate time away from the learning

environment, and it impacts the remaining students. The district needs to send a clear message that these behaviors are not acceptable not only at OPRFHS but within the community at large as well as providing appropriate counseling support services for students.

Mr. Rouse explained that Due Process is a procedure prescribed within the Illinois School Code. In this case, it related to the process that governs the issuing of disciplinary consequences by the administration, similar to the Miranda rights that are required to be provided by police to citizens under arrest. Within the student discipline model at OPRFHS, Due Process requires our Student Intervention Directors to have conversations with students about the infractions, to present the evidence surrounding the case (usually the referral), to hear what the students' accounts are of the infractions, to name what the Code of Conduct lists as the consequence for that infraction, to issue said consequence, and to list the consequences of what would happen if the behavior continued (progressive discipline). SIDS are also required to attempt to have a live parent contact regarding the infraction and the consequences issued. The purpose of outlining this process is to be explicit and transparent to students and families about what procedure is to be followed when disciplinary consequences are issued; as well as the procedures for applying the components of the suspension reduction program. Individuals that issue disciplinary consequences are required to have a general administrative (Type #75) certification.

The Board of Education members desired more time to study these recommendations as they had changed from the first reading before they voted on them. This will be brought forward to a June committee meeting and voted on at the June 18 Special Board Meeting.

Dr. Isoye thanked Mr. Rouse and the SIDS for working on a major shift in the types of consequences. This work is a result of what was learned and tweaked based on input from faculty, staff, community, and parents. It is Phase E of Phase A. He asked the Board of Education to remember that the changes were not sudden. The administration had learned from the feedback and developed a better plan and a better way to serve parents. Mr. Phelan agreed with the changes brought last spring and the report reflects the tweaks that needed to be made, but he needed to understand them before coming to a conclusion at this meeting.

Dr. Lee acknowledged that this was the result of an enormous amount of work over two year's time and it is not simple. He moved to accept the report as presented, but there was no second.

Consent Items

Approval of Green Room Furniture Bid was removed from the consent agenda as it had already been approved earlier in the meeting. Mr. Phelan moved to approve the following consent items:

- Check Disbursements and Financial Resolutions dated May 23, 2013
- Monthly Financial Reports
- Monthly Treasurer's Report
- Approval of Prevailing Wage Resolution
- Approval of Substitute Teacher Pay Rates for 2013-14
- Award of RFP To Concession Services, Inc., for Vending Supplies

- Abatement of Emergency Days
- Approval of Contract with AthletiCo
- Approval of Instructional Materials

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

**Personnel
Recommendations**

Mr. Phelan moved to approve the personnel recommendations as presented, including New Hires, Transfers, Retirements, and Tenure; seconded by Dr. Moore. A roll call vote resulted in all ayes. Motion carried.

Chief Finance Officer

Mr. Phelan moved to appoint the Chief Finance Officer, Tod Altenburg, beginning July 1, 2013; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Dr. Isoye provided Mr. Altenburg’s work experience, noting his strong financial background. Currently, he is employed as the Assistant Superintendent for Finance and Operations at the Lombard Elementary District 44 in Lombard and, previously, was the Chief Financial Officer/Treasurer at McLean County Unit District No 5 in Normal, Illinois. He is excited to be joining the high school at a base salary of \$168,000.

Minutes

Mr. Phelan moved to approve the Open and Closed Session Minutes of May 2, (Regular and Special), May 14 (Finance and Special), and May 15 (Special), 2013 and a declaration that the closed session audiotapes of October 2011 are destroyed; seconded by Mr. Cofsky. A voice vote resulted in motion carried.

Closed Session

The Board of Education resumed closed session at 9:34 p.m. on May 23, 2013.

At 10:14 p.m., on Thursday, May 23, 2013, the Board of Education resumed open session.

Notice of Remedy

Mr. Phelan moved to approve the Resolution authorizing the Notice to remedy presented in closed session; seconded by Dr. Lee. A voice vote resulted in all ayes. Motion carried.

Adjournment

At 10:15 p.m. on Thursday, May 23, 2013, Dr. Lee moved to adjourn this meeting; seconded by Dr. Gevinson. A voice vote resulted in motion carried.

Dr. Jackie Moore
Secretary

By Gail Kalmerton
Clerk of the Board