

January 24, 2013

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, January 24, 2013, in the Board Room of the OPRFHS.

Call to Order

President Finnegan called the meeting to order at 7:08 p.m. A roll call indicated the following Board of Education members were present: Terry Finnegan, Valerie Fisher, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Amy Leafé McCormack, Sharon Patchak-Layman, and John Phelan. Also present were Dr. Steven T. Isoye, Superintendent; Lauren M. Smith, Assistant Superintendent for Human Resources; and Gail Kalmerton, Executive Assistant/Clerk of the Board and FOIA Officer.

Closed Session

At 7:10 p.m. on Thursday, January 24, 2013, Mr. Finnegan moved to enter closed session for the purposes of discussing the placement of individual students in special education programs and other matters relating to individual students 5 ILCS 120/2(c)(11); Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(11); and 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; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

At 7:28 p.m., the Board of Education recessed its closed session and resumed its open session at 7:30 p.m. in the second floor-tutoring center.

Joining the Session were: Dr. Tina Halliman, Assistant Superintendent for Pupil Support Services; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Michael C. Carioscio, Chief Information Officer; Nathaniel L. Rouse, Principal; Karin Sullivan, Communications and Community Relations Coordinator, Cheryl L. Witham, Assistant Superintendent for Finance and Operations; and James Paul Hunter, Faculty Senate Executive Committee.

Visitors

The Board of Education welcomed the following visitors: Alba Alexander, Catherine Amato, Mike and Karen Baldwin, Donna Barrows, Mary Bodlack, John Bokum Jr., Marilyn Cantrano, Amy Cardon, Tom Cofsky, Karen Coke, Ann Courter, Robin Cozette, Dan Cultra, Valerie Doherty, Duane Dowell, Amy Felton, Eric and Annie Gershenson, Wendy Giardina, Steven Gillman, Lisa Ginet, Theresa Hawley, Sandra Hess, N. Hirsch, Barbara Hoffman, Rita Hood, Cheryle Hurtado, Stephanie Johnson, Stephanie Kiesling, Don Knight, Pauline Koch, Flavia Lamb, Mary Rose Lambke, Charlotte Lee, Christine Li-Grining, Elizabeth Lippitt, Ruth Masters, Melanie McQueen, Pam Meyerson, Jackie Moore, Ade and Kathy Onayemi, Emily Pater, Libbey Paul, Ann Pepper, David Perkovich, Charice Phillips, Mary Pikus, Pamela Remuro, Cathaleen Roach, Kathryn Rolfes, J., Diana and Robert Rosenbrock, Debbie and Wiley Samuels, Mary Schmid, Kathy Schroer, David Schwartz, Barbara Shulman,

Gillian Siegel, Carolina Song, Jeanette Streeter, Jason Strokos, Maggie Testore, Peter Traczyk, Leslie Watts, David Weindling, Jeff Weissglass, Christina Wolf, Christina Worly, and Lola Wright, community members; Nancy Leavy of the League of Women Voters, Eric Davis, Oak Park Township, Camille Wilson White, of the Oak Park Area MB Council, Margaret Provost-Fyfe of the Oak Park Health Department, Rick Tanksley of the Oak Park Police Department, Kathy Kern of Parenthesis, Deborah Kadin of Patch.com; Julie MacCarthy of PTO/P4SS; Caroline Newberry-Schwartz of the Collaboration of Early Childhood Care and Education (Collaboration); Ray Johnson of the Village of Oak Park; and Terry Dean of the Wednesday Journal.

Change in Agenda

Ms. McCormack moved to alter the agenda to allow public comments followed by the Collaboration presentation to be the first on the agenda; seconded by Dr. Millard. A voice vote resulted in all ayes. Motion carried.

Public Comments

Rick Tanksley, Chief of the Oak Park Police Department for the last 11 years and in law enforcement for the past 28 years, is also on the Executive Committee of Fight Crime: Invest in Kids Illinois. This organization is led by police chiefs, sheriffs, prosecutors, leaders of law enforcement agencies and crime survivors who take a hard look at the research about what prevents kids from becoming criminals and it puts that information into the hands of policymakers and the public. Over the years, Oak Park and River Forest High School and the Police Department have forged an excellent partnership and collaborated on a number of initiatives. He thanked the District for its cooperation and support. One of those initiatives is the School Resource Officer (SRO) Program. In his opinion, the SRO Program, is a proactive approach that brings law enforcement expertise into the schools that is aimed at helping young people make choices that are more positive. Last month, school resource officers were added at both Brooks and Julian Middle Schools.

Chief Tanksley spoke on behalf of the Collaboration's request for funding to implement a home visiting program for at-risk families as part of a comprehensive system of early childhood services, birth to 5 years of age. It could be the Nurse Visiting Program or another similar program called Parents As Teachers. The responsibility of law enforcement is keeping the public safe. There is no substitute for tough policing and prosecution. However, that is not enough. It is fact that if students are exposed to violence, aggression, or abuse before they even start grade school; they are more apt to develop long-term problems that can lead to crime and delinquency. Reducing gang activity, juvenile crime, and substance abuse is a top priority for law enforcement agencies across Illinois, especially in Oak Park. He was convinced that if this community is serious about preventing this type of youth crime, early interventions are necessary in order to help make sure children get a healthy start in life. Quality home visiting programs can help accomplish that.

He continued that intervening and helping the highest risk families early on can make a real difference in preventing child abuse and reducing crime. The reverberations of abuse and neglect often extend through multiple generations. One study showed that poor mothers who had been abused or neglected as children were 13 times more likely to abuse or neglect their children. Abused and neglected children were also almost a third less likely to be employed later and a third less likely to have stable marriages.

Chief Tanksley stated that investments in voluntary home visits also save taxpayer dollars. The direct taxpayer costs of paying for child abuse and neglect in Illinois are

huge. In 2006, the total cost to taxpayers from federal, state, and local child welfare spending in Illinois reached over \$1.23 billion. Voluntary home visits can reduce long-term expenses on crime, welfare, and corrections. An analysis of the Nurse-Family Partnership Program produced a net savings for taxpayers of almost \$21,000 for each family served. This is because child abuse and crime are so expensive.

These staggering numbers on child abuse are a wake-up call for all. Law enforcement officers are on the front lines across the state trying to help children who are caught in abusive homes. Research shows that providing evidence-based home visiting to at-risk families can help significantly reduce cases of abuse and neglect and later crime. He stated a real-life example where a property owner did a check on an apartment and found that three children ages 8, 5 and 1 had been left alone by their mother in filthy living conditions. The children ate leftovers and the one-year old's crib was saturated with urine. The police took custody of the children and the mother was subsequently arrested. A couple of weeks later, the police were called back to the apartment because the children had been left alone. In order to keep the kids warm, the oven stove was set to 300 degrees. The mother was again arrested when she returned home. He believed this family could benefit from the programs for which funding was being sought.

Last year, six "reported" cases of abuse or neglect in Oak Park occurred. In a time where every state program is on the chopping block, and money is hard to come by, the community must ensure that it does all it can to maintain funding for home visiting programs.

Chief Tanksley provided a hard copy to the Board of Education of statistics from Fight Crime: Invest in Kids Illinois, which gave information about the importance of preventing child abuse and neglect by strengthening families.

Elizabeth Lippett, resident of 327 N. Euclid, Oak Park, parent of two graduates, an Oak Park taxpayer for over 30 years, a member of the District 97 Board of Education for 8 years, the Children's Clinic for 16 years, and 8 years on the Collaboration Board. This program was critical for the success of elementary and high school children. If there is a lack of books as well as an understanding about the importance of early learning, children will be behind by the first day of school and will never be able to catch up. A prescription is needed to learn. They need rich learning experiences from day one. Many of the high school students who are struggling are the same children she has seen for many years. She asked for OPRFHS's support, as it would be the best investment for OPRFHS to make for the long-term success of its students.

Donna Barrows, resident of 525 N. East Street, Oak Park, has three OPRFHS graduates. This subject is relevant to every parent in the Villages of Oak Park and River Forest. Each child should reach his/her full human potential. It takes parents, teachers, schools, day care providers, village officials and legislators to work together to make sure they get the best possible start. Why should OPRFHS participate? In the past 25 years, there has been continuous discussion about the achievement gap but no progress has occurred in addressing it even though the efforts to do so have been sincere. Research shows that what the Collaboration does is compelling. If OPRFHS did not have the funds available, she would say sacrifice another program. However, it has a fund balance that will allow it. She urged the Board of Education to develop this funding.

Eric Davis, resident of 1112 N. Lombard, Oak Park, candidate for District 200 Board of Education, and second term Oak Park Youth Township (OPYT) trustee, reported on the relationship between that the OPYTS and the Collaboration. The Township asked the Collaboration to work with it to develop a specific project to fit a specific program, which included regular accounting and transparency. He recommended that OPRFHS join with the Township and the other agencies supporting the Collaboration.

Emily Pastor, resident of 107 Keystone, River Forest, and a board member of the Collaboration, spoke in support of the Collaboration's request. As a River Forest resident, she believed this was a long-time investment and was the best use of tax money. It could pay off for the next generation of high school students. The Collaboration serves both Oak Park and River Forest. Her children had received hearing services from Oak Park, and, therefore, River Forest is being served by the Collaboration. This investment will benefit every kindergarten student in River Forest. All will be ready to learn, and that benefit will continue throughout their academic careers. Whenever one child in Oak Park receives quality early learning, every student benefits, as the rising tide does lift all ships.

Libby Paul, resident of 822 N. East, Oak Park, parent of 2 children, fully supported OPRFHS's involvement with the Collaboration. She had served in various leadership positions and was on the PTO Council in District 97. As a classroom volunteer, she had observed that there is a wide range of student abilities in the same classroom. It is difficult for who students have not learned early the basic skills of staying on task, working through hard things, etc. to catch up. Research supports this. She felt this was the single highest yield OPRFHS could make on its money.

Stephanie Kinsling, resident 918 N. Kenilworth, Oak Park, a 10-year resident, and parent of a 4th and a 6th grader, supported the Collaboration initiative. Her background included social worker and serving on the board of Parenthesis. All of her experiences had solidified her belief in parenting support, because of the immediate and long-term impact. A program will be put in place to provide parent education, home visits, and the ability to be in contact with other young parents. It will affect the children, the life of the young mother, and the entire family. She encouraged the high school to listen to this research-based information. This request is worth the investment.

Stephanie Jackson Rowe, resident of 7621 Washington in River Forest, and former resident of Oak Park, endorsed and supported the Collaboration. As a parent of four, one a recent graduate attending Morehouse College, she stated that while it takes a village to raise a family, it would take money from OPRFHS to support the mother. Her experience includes serving on parent boards, Head Start boards, boards throughout the state and the nation. She believed this was a wonderful effort. If mothers are given the support to raise their children in a safe environment, there will not be the type of abuse from families where there is no support. She urged the Board of Education to vote in favor of this request.

John Bokum, resident 629 S. Home, Oak Park, resident of 34 years, raised, with his wife, four children in both District 97 and District 200. He is also a Board of Education candidate. They had been an advocate of a child with severe disabilities. He understood the difficulty of navigating the system to get what a child needs. This

community was blessed to have the Collaboration coming to the forefront. He supported it 100%. He hoped that the Board of Education would vote on this decision prior to the Board of Education elections.

Ray Johnson, resident of 344 N. Austin, Oak Park, and Oak Park Village trustee, provided his personal perspective that the Collaboration is critical to the success of families and children and he wanted his tax dollars used for it. The team of individuals gathered on this issue is trustworthy and dedicated to make things happen. He looked at the jobs that will need to be created in the 21st century in energy and health care. He asked that the community to meet the needs of the world of Oak Park. The Collaboration is an example of the high school's model "Those Things That Are Best." He asked the high school to join with the Collaboration to have a real and lasting impact.

Melanie McQueen, resident of 101 Washington, Oak Park, parent to a 4, 7, and 16 year old, spoke about her situation, which was special to the topic of the Collaboration and prevention. Her 16-year old has a learning disability. The Collaboration helped her to discover that her 4-year old has the same issue as her older child. Preventative measures have been implemented for her 4-year old so that when she gets to high school will not be a matter of catch up. She supported the Collaboration and was thankful. She is also a Board of Education candidate.

Cherice Phillips, resident of 224 Lake Street in Oak Park, owner of Little Beginnings Day Care on Madison Street for 14 years, spoke about being part of the Collaboration since 2003. Her staff had received professional development training and support since that time. Over the past year and with coaching and mentoring support, her business engaged in the state's challenging quality rating system and it received a 4-star rating. The support the Collaboration provided made it doable. The Collaboration looked at the type of soap being used, the diaper routine, revamped activities, and the curriculum to make sure they were helping children in their development and provided a choice in activities. It now has a soft space; books and writing tables are always available. The support provided has been invaluable. She is inspired to continue.

Steven Gillman, 121 S. Leslin, Oak Park, parent of 3 children, reported on an op-ed article that had appeared in the New York Times that day about how President Obama should spend the money. It was about spending it on children during the early years of their lives. He provided some statistics. He felt this initiative deserved the high school's money. He felt the initiative was a no brainer and it deserved the support.

Collaboration

Ms. Newberry-Schwartz thanked the Board of Education for the invitation to present at this meeting. Ann Courter, Vice Chair of the Collaboration for Early Childhood, former director of budget and tax policy at Voices for Illinois Children Ann Courter, and Theresa Hawley, Senior Adviser at the Governor's Office of Early Childhood Development and the facilitator of the strategic plan, too attended. She recognized the Collaboration's board members and council members, agency partners, early childhood advocates and funders in the audience.

The Collaboration asked for District 200's leadership in fully realizing the comprehensive, coordinated system of early childhood services and support stemming from the 2009 community needs assessment and strategic plan. Since the birth of the

Collaboration for Early Childhood, District 200 has played a leading role in the development of the Collaboration. District 200's participation was critical in the development of the 2009 strategic plan. District 200 along with the Village of Oak Park contracted with the Collaboration to facilitate a strategic planning process and Mr. Prale, Assistant Superintendent for Curriculum and Instruction, was a member of the steering committee. The completed plan was presented to all of the jurisdictions and formally adopted by the Collaboration in January 2009.

In May, two board members and a lead administrator from District 200, District 97, and the Village began to meet to identify strategies for fully implementing the strategic plan. Terry Finnegan, Dee Millard, and Steve Isoye, were thanked for their involvement and contributions in moving the discussions forward.

The Board of Education packet contained documents in response to the Board of Education's questions.

The Collaboration began when all Oak Park's six jurisdictions joined in discussions to initiate the Collaboration, because they recognized that no one jurisdiction had responsibility for early childhood, and the troubling insight that the communities' children had such a wide differential of early learning experiences that might cause them never to catch up to their peers. Early childhood in Oak Park and River Forest was a jumble of unconnected, uncoordinated public and private programs. Early on, the jurisdictions decided to organize the Collaboration as a nonprofit 501c3 organization for four reasons:

1. A structure needed to be created so that the many public and private service providers could participate alongside with the governmental bodies, and trust could be fostered; rather than housing the initiative within one government, the desire was for all governmental bodies and agencies to have the ability to provide input as this new comprehensive system for early childhood was developed;
2. The hope was to leverage public dollars by attracting private funding from foundations and individuals. That has been successful.
3. The hope was to use public dollars in the most efficient and low-cost way, starting with modestly compensated part-time staff and volunteers.

It is important to recognize that while the Collaboration is organized as a nonprofit and delivers services pursuant to contracts, it does provide functions that are more like governmental activities: systems integration, capacity building, and collecting data and monitoring progress. As the Collaboration has looked toward the full implementation of the strategic plan, it has rewritten its bylaws and tightened procedures to ensure that they conform to the legal requirements of the member governmental bodies. The Collaboration is happy that this structure to date has proven successful at building participation and trust by most of the myriad partner agencies, governments, and providers.

After years of work, the quality of programs in these communities still ranges widely, though improvements are being made. As a community committed to diversity and success for all students, it must continue to address this.

Tremendous cognitive, social, and emotional growth occurs in children prior to kindergarten age. The impact of high quality early learning lasts a lifetime. If children are not engaged in high quality early learning and care experiences from birth, they are placed at a lasting disadvantage—two-thirds of the achievement gap is in place on the day children first enter kindergarten.

These are important considerations for the District 200 Board in thinking about how to best support the optimal development of all students and to lessen the disparities in achievement and help every student succeed. Achievement gaps at the high school have remained relatively unchanged despite best intentions and steady efforts to lessen them. The research brief prepared by the highly regarded Ounce of Prevention Fund quotes a study by the Economic Policy Institute: “There are few effective strategies for reducing the achievement gap over the years of formal schooling. It is more cost-effective to take steps to reduce or eliminate the achievement gap in the first five years of life.” If attention is not paid to the early childhood years of students, then maintaining excellence in Oak Park and River Forest elementary and secondary schools is like trying to build a world class building starting on the sixth floor.

Forty years of research shows that District 200 will reap many benefits from the establishment of a high quality, fully integrated early childhood system. Students will develop non-cognitive skills early on that will persist throughout their school years, and support success in school and in later employment: curiosity, ability to defer gratification, grit, persistence, self-confidence, the ability to work well with others. These “soft” skills will support the development of cognitive skills. Students will achieve higher levels of academic proficiency, and the gap between high and low-achieving groups will narrow.

District 200 will reap the benefit of years of positive peer effects in the elementary school years: higher achieving students will have been in improved classroom environments, where there was a narrower range of school readiness, for many years. In addition, teacher satisfaction will increase as the learning environment improves, and their students meet with greater success.

The question has been asked whether the high school will receive services that are commensurate with the payments made to the Collaboration to establish a high quality fully integrated early childhood system. The answer is unequivocally yes. Research promises that students will achieve at higher levels. This is not the only approach one can or should implement to narrow the achievement gap that persists here, but it is one of the few approaches that have been proven to work. It will also bend the cost curve in special education. High quality early childhood programs have been shown to reduce special education incidence and costs by between 6% and 48%. This will put a significant dent in the \$6 million special education budget.

As Chief Tanksley indicated, it is hoped that the programs implemented in Oak Park and River Forest will reduce costs for student discipline and behavior intervention. The cost for security guards will go down because there will be fewer fights in the halls, less substance abuse, and fewer students repeating grades. Investing less than 1% of the high school’s operating budget for the next years should yield significant savings, as well as helping students achieve academic and lifelong success.

If this proposal had been presented 20 years ago, it would have required a leap of faith that an investment in early childhood would yield benefits to the high school. However, today, an extensive body of solid research exists that makes it clear that this investment is a sound one. Professor Heckman gave a lecture at Unity Temple on November 14. That lecture is posted on the Collaboration's website and it show on Channel 6. He relied on the studies listed on this slide for his economic analysis of the return on investment generated by Early Childhood programs. Dr. Heckman has found that investment in high quality early childhood programs produce aggregate rates of return of at least 7% -10% annually.

Ms. Newberry-Schwartz served on the Strategic Planning Committee in 2008, with Phil Prale, Sheila Conner, Ade Onayemi, Lee Pulliam, Sherlynn Reid, Shirley Morgenthaler from Concordia, and others. They worked with Theresa Hawley and her team to conduct a thorough assessment of needs and available resources, using focus groups, surveys, and census data analysis.

Extrapolating from that assessment, currently 5,400 children under kindergarten age are in Oak Park and River Forest, and 800 of these children or about 160 in each age cohort, are in families that research shows would benefit from intensive parent education and support. They live in families that meet the free and reduced lunch income guidelines, or they have special education needs or other factors that put them at risk of falling behind in school. The need for high quality early childhood care in these communities is great, with 70% of young children in families where all parents work. The demand for high quality infant and toddler care in particular is greater than the supply. Almost all families of young children use some form of non-parental care, and parents at all income levels report feeling isolation and stress when trying to locate early childhood services.

How many of these 5,400 children are likely to appear at the high school 9 years from now. District 97 has analyzed its records and found that 75% of its current eighth graders have been with District 97 for over 6 years, and at this point because of the data sources, which is as far back as it can easily go. Based on that analysis, it reasonable to assume that if current trends continue, about 70% of the freshman class, including students from District 90, private schools, parochial schools, and other villages, will have spent at least some early childhood years in Oak Park or River Forest. Thus, 70% of the school will be the direct beneficiaries of the high quality, integrated system of early childhood education and parent supports that the Collaboration is working to develop.

This does not take into consideration the powerful peer effects that influence classroom performance and learning. All students will benefit from a school classroom environment that is improved by the high quality early learning experiences of their classmates. This program is designed to serve all 5,400 children in Oak Park and River Forest with more intensive supports for at-risk children and their families. The completed plan was presented to all of the jurisdictions and formally adopted by the Collaboration in January 2009.

Dr. Hawley appreciated the opportunity to speak. Her nephew is autistic. When he was a child, autism was not understood. The family tried diets, listening to music paradigms to affect the development of his brain, etc. They came to understand that they wanted a wide a variety of research. What the Collaboration is talking about is

backed by an enormous amount of research, i.e., Head Start, etc. The Head Start impact study showed that gains were made. Sixty percent of the students in the control group had received preschool education in different programs and that the social emotional effects at kindergarten continued to be there in the third grade. Some of the effect washed out in middle school, only to appear in high school. Preschool teachers do a good job of teaching students their ABC's, but when students are responsible for their own learning, the social-emotional impact shows. They must have self-control and think of themselves of being capable and successful in school. Some impacts do not wash out over time.

Dr. Hawley then spoke about the development of the Collaboration's Strategic Plan and how full implementation would produce benefits for the high school. It will be a coordinated system of high quality programs and services for children and their families based on research of what works which is designed to build on what exists and leverage funding at all levels: local public, state, federal, foundation, corporate and individual with measurable and relevant benchmarks for success. The four inter-related strategies are:

1. Developmental screening and referral system, which will ensure that all children birth to five, receive periodic developmental screening and those that need assessment and services will receive them. This is a minimally implemented component of the plan. Working with physicians to promote developmental screening at well child visits and completed work to improve the referral and follow up process between physicians and the early intervention system. Component that needs to be developed is a database that warehouses information about available programs and providers for children, a strong coordinating mechanism to facilitate communication and careful tracking of children who have been referred to ensure that they receive additional assessments and services when indicated.
2. A parent information and support system that will ensure that every parent has information about child development and services available in the community, every at-risk family is offered intensive parent education services, and all parents have opportunities to participate in some kind of parent group or network. This is the least developed component of the plan. The strategic plan calls for the implementation of an intensive parenting education and support program for at-risk families with children under age three, and a less intensive program for low-risk families with children under age three who request this type of support. The intent is to ensure that the program utilizes an approach approved by the Illinois Department of Human Services and the Illinois State Board of Education to allow for possible future state funding support, currently Parents as Teachers.
3. A professional development system, the earliest strategy of the Collaboration, which will ensure that all programs in Oak Park are high quality and staffed by well trained and knowledgeable staff. It should not matter where a parent enrolls their child for care and or preschool, families need to know their children's development will be optimally supported no matter what setting they enroll their children. The Collaboration feels this strategy will leverage local efforts with state-supported quality enhancement initiatives to increase participation of early care and childhood education teachers and home providers in professional development activities. It will also ensure involvement of Oak Park early care and

education programs in statewide quality enhancement initiatives like Great START, the Quality Rating System, and Gateways to Opportunity.

4. A state/federal funded preschool coordination will ensure that all at-risk children in Oak Park attend a high-quality preschool (part-day or enriched full-day program). Since 2009, there were enough “slots” for every at-risk three and 4 year old in Oak Park that all publicly funded preschool programs in Oak Park provide the educational experience needed to arrive at kindergarten ready to succeed.

The basic framework for the database is developed to help it in its work and it is working to support the work of the Public Preschool Coordination. However, this area needs significant investment to ensure that the Collaboration has information about the youngest child population and is able to talk about them intelligently, accurately track services provided in order to identify any shortages and underused services, and assessment data collection.

The benchmarks for success will be:

- 1) Every child arrives at kindergarten safe, healthy, ready to succeed and eager to learn;
- 2) Parents and children receive the early childhood care and education and parenting education and support services they need; and
- 3) Oak Park has a high quality, coordinated early childhood.

A task of the strategic planning process was to identify funding opportunities. Oak Park had been positioned to tap into the Parents as Teachers and the AOK networks in the spring of 2009, but subsequently, the state budget completely collapsed. No new grants have been made in either of these areas. At the same time that the state funding retracted, foundations and corporations that have prioritized their dollars toward early childhood are redirecting their efforts toward policy and systems building at the state level to shore up its efforts and try to reduce the backsliding in the early childhood field due to the state’s fiscal collapse. Foundations and corporations are asking the Collaboration what it is doing to generate significantly increased local governmental support for early childhood. They are looking at Oak Park and River Forest as a model for what can be done locally at a time when the state is unable to provide much support.

The plan that is presented makes efficient use of different resources, advantages state with local efforts and it relies on research proven programs. If it is the desire to implement this plan fully and make a meaningful difference for children, local funding is necessary for now. The 5 to 10 year horizon continues to look bleak. Efforts and opportunities will be squandered if action is not taken to address these issues. This municipality is highly motivated to allocate significant resources to address an issue of great importance to its schools.

To address this issue, the District 97 board decided last February to convene an Early Childhood Working Group. The group has been meeting since May to explore the best strategy for setting up a structure to support the funding, development and oversight of a comprehensive, integrated early childhood system in Oak Park. It has determined that a well-crafted intergovernmental agreement will provide strong

architecture for shared authority and transparency for this effort. It is currently discussing a 5-year agreement.

The benefits to entering into an intergovernmental agreement would include:

1. Transparency in the collection and payment of funds;
2. Involvement of the three jurisdictions' CFOs;
3. Specification of a fiscal agent. The Village does not need to be the fiscal agent. District 97 was willing to do, but also happy to allow District 200 the opportunity;
4. Specify the frequency of invoicing and payments;
5. Provide for an oversight board to hold open meetings to report out progress on the implementation of the strategies and the impact of the effort, and to review financial statements;
6. Provide the mechanisms for each jurisdiction to exercise its own judgment about ongoing involvement; and
7. Ensure no exposure for the other jurisdictions if one would decide to withdraw. The burden of dealing with pullout would fall on the Collaboration.

Budgets were provided for a three-year ramp up period.

Nobel Laureate James Heckman has stated that the investment in high quality early childhood programs produces aggregate rates of return of at least 7% to 10%. Graphs showed how that there was an operational dissonance and that spending more funds in the early years will have a significant yield in the high school years.

While not drafted, an IGA could lay out the working concepts:

1. Provide sustainable funding. A three-year ramp up was identified.
2. Complete the full cost in 2016. District 200's first year involvement would be \$216,208.
3. Funding amounts would be shared as follows: 1) .39 District 97; 2) .34 District 200; 3) .27 Village of Oak Park

At full implementation in FY 2016, the cost will be less than 1% of the education fund experiences for District 200. There was discussion about tying any increases after that to CPI or 5%, whichever is less. No IGA agreement or document exists, but District 97 and the Village had affirmed their intent. The Village put six months of funding into its budget and the District 97 superintendent was instructed to prepare a budget with a first year line item.

From his experience of serving on the Board of Education, Mr. Phelan knew how challenging school finance was to understand. He also knew that having the Village of Oak Park take on early learning, as such, was unparalleled. Mr. Phelan hoped that this opportunity would not be squandered. He was very motivated to support this.

Discussion ensued. Ms. Patchak-Layman asked for a synopsis of the conversations of the working group: Where did they start? Where did they end? What questions were generated on behalf of District 200 Board of Education? Mr. Finnegan spoke to the collegial nature of the discussions of the members tried to understand the importance of how the jurisdictions can work together and the best types of structure in which to bring this concept to the community. Each taxing body stated their concerns regarding fiscal matters, what resources might be available, etc. Dr. Millard reported that the members from the high school asked many of the questions to which Ms. Newberry-

Schwartz had responded. The mission and the intent of Collaboration were never questioned. No one could give a reason for not investing in his or her children. As stewards of the high school, she wanted information that would help bring this to the staff and to the entire school community. How can the high school spend its dollars on this, knowing that it will not help the students currently enrolled and the rewards will come 8 to 10 years from now? How can the high school sustain everything it does now and make an investment in the early years? Discussion also ensued about legal issues. The high school would be contracting and allocating tax dollars to a program that does not affect the high school. The conversations were about giving information to the high school, and challenging this request with an effort toward a stronger understanding in order to answer questions that would come from the community, other schools, and fellow board members. While, she and Mr. Finnegan were always in support, they frequently questioned and the Collaboration made a concerted effort to get information. Everyone was there to learn.

Ms. Patchak-Layman asked if the question was about whether there would be an IGA or whether the high school would support the Collaboration. Dr. Millard responded that the Collaboration came hoping for the partnership that would be an interagency/district agreement. However, no specific commitments were discussed. Mr. Finnegan stated that the homework assignment was to develop a timeline for how to use the money best.

Ms. McCormack summarized that the Board of Education had two questions to resolve: 1) does the Board of Education support making the contract for services an investment. If so, 2) how can that be accomplished? She, personally, supported the premise, the program, the belief in the mission, but she was unsure how to do it correctly. The reason to have an IGA was to have a vehicle that would be helpful in establishing a contract for services so it did not have to break it down into small pieces. Ms. Newberry-Schwartz stated that an IGA would be easier for the Collaboration and the community to understand the progress being made. Much discussion had occurred about how to make people feel comfortable with an IGA and the contract. The vision for jurisdictional oversight could be that the parties meet four times per year, monitor the implementation and the benchmarks, prepare feedback to the Collaboration board, and ask for adjustments if necessary. The individual entities should be able to make their own decisions as to whether to continue their involvement. If one entity did not pay, she reiterated that it would be the Collaboration's task to determine the next steps, as the contracting agency.

Ms. McCormack asked if this investment would be worthwhile, even if one of the entities decreased its contribution. The response was that whatever had been accomplished would have value, as more children will have been served. Infrastructure and efficiencies will be created and if the Collaboration had to pull back, it would do so efficiently and judicially. Dr. Hawley can keep the Collaboration abreast as to what is happening at the state and national level. The Collaboration wants to position itself to be able to tap into additional resources. Steps will be taken to make all entities comfortable with an IGA.

Ms. Patchak-Layman asked for clarity about the statement that 70% of the current high school students would have been affected by the Collaboration from birth through five years. Eight years from now, would 70% of the high school's students be served, even though many of the families outside of Oak Park and River Forest use

these resources and many who live in the community and do use the services move way? While Ms. Courter said it was an estimate, Dr. Isoye stated that the high school would be conducting its own survey of current high school students as to what their experiences were. Ms. Courter believed that every child who comes through the Oak Park or River Forest public or parochial system would have benefited from these early childhood programs.

Mr. Phelan felt that significant work had been put into providing the Board of Education with information; he felt this was an opportunity to enter into this arrangement. He felt the community needed to act on this and that any delay could be fatal. While objections could be made to creating an IGA, he believed it was best vehicle to allow consistent direction through an oversight board when working toward collaboration. Many anticipated legal action by neighbors who do not want to spend money on this. Having reviewed case law, he felt there was a connection between the high school's mission and the IGA. Questions brought up on the financial impact on the current remediation questions cannot short-change this endeavor. It is an issue of conscious. The Board of Education must find a way to do it expeditiously, so the window of opportunity is not lost.

Dr. Lee stated that many of the questions were about how the Board of Education is dealing with the risk being proposed. He suggested looking at the performance of the people in the institutions that were taking the risks. What kinds of risk have been taken by Oak Park and River Forest? While not successful in everything and there have been troubles with the IGA, the community has done quite well. This is not just about investing dollars. It is an investment in an assemblage of organizations and institutions that have a record of accomplishment of being able to work in an adverse environment and a community that has had success. This community tends to be more successful at doing harder things than most communities in the United States.

Ms. Patchak-Layman questioned why only the funding bodies were to be part of an IGA, as a truly intergovernmental agreement would be that all entities would participate, i.e., the Township, Parenthesis, Parent-Team Program, Youth Services, etc. The entity with the biggest connection to the Collaboration would be the Township. She felt it might be better to support teens directly through these organizations. Ms. Newberry-Schwartz stated that the Township dollars would not be redirected in any way. Ms. Courter spoke about why the Collaboration was formed. Initially, every jurisdiction felt they would benefit from it. It was also understood that there was no overarching coordinating source. While committee, the Collaboration does not have an organizing force, such as the others. It is sensitive to system buildings, capacity providers, and the development of services in parental support and early childhood screening. The reason that the Collaboration went to District 97, District 200, and the Village is that they have the funding. Discussion has occurred with the other jurisdictions and an IGA could be drafted that would allow others to join.

While the Township originally joined because of a specific project, Ms. Patchak-Layman stated that OPRFHS, too, has specialized interests, i.e., teen students who are pregnant or who are parents, in addition to the continuation of their success. This is a difficult time for them. A childcare program is provided for them at the school. The high school's first interest and immediate crossover is the support of the students with childcare. It is easier to have a contract for services that are specialized and specific to

the kinds of services desired by OPRFHS for students. It would be easier for her to support these services as they move to adulthood. OPRFHS is conducting a strategic planning process. Those discussions include the full spectrum of birth to college. It has not been determined how students can be supported when they leave the high school and attend college or find careers. OPRFHS is working on zero-based budgeting, plus CPI. Some areas of support to students by the Collaboration are more directly related. Ms. Patchak-Layman was concerned about what the strategic plan would request of OPRFHS. She knew there were services that could be provided to students through the Collaboration currently, in the future, and those students coming forward. Mr. Phelan felt that flexibility could be built into an IGA to address what the Strategic Plan designs for the high school, but he reiterated this was an opportunity to have a variety of taxing bodies come together to respond to a shortfall by the state.

Mr. Finnegan stated that OPRFHS has a fixed amount of money and the Board of Education must look at how those monies are allocated as well as demonstrate a need. No one can argue with the Collaboration's concept.

Dr. Millard asked about the interactions with the taxing bodies of River Forest as to their participation in order to make this a true partnership of both the Villages of Oak Park and River Forest. Ms. Newberry-Schwartz responded that the Collaboration serves all parties of Oak Park and River Forest. Originally, the Collaboration had reached out to the River Forest taxing bodies and they did participate in early conversations, but at some point, they did not share the concerns of the Collaboration. The last contact about this was made to River Forest about 3 or 4 years prior. The high school serves both communities and the Collaboration did not want the execution of this agreement to be dependent upon River Forest. The River Forest Community Center receives the most intensive Collaboration services. While Ms. McCormack would be disappointed if River Forest did not participate, she acknowledged that the taxing bodies had not been asked to participate recently.

This will be discussed again at the February committee meeting and a vote taken at the regular February Board of Education meeting.

At 9:52, the Board of Education recessed to move into the Board Room.

Status of FOIA Reports

Mr. Finnegan reported that three FOIA requests had been received and one was resolved.

Student Council

Mr. Rouse read Ms. Richardson's Student Council Report.

1. Request for a stop sign on Chicago/Scoville and east/south, although there was acknowledgement that this may be an issue for the Village of Oak Park
2. Complaints from students about having to buy expensive books that are rarely used in their classes.
3. Complaints from students about the Internet proxy being too strict.
4. Complaints about My Virtual Desktop (students use to access school accounts at home) expiring too quickly
5. Complaints about passes during lunch still take too long
6. Students asked for exemption from finals for students who have a high grade in the class
7. Complaints about Skyward closing too early were received.

Faculty Senate

No Report.

Superintendent

Dr. Isoye congratulated the 25 members of the Drill Team, as they were to compete at the IHSA state competition that weekend in Bloomington. Katie Depasquale is the head coach.

Dr. Isoye congratulated the Theater Tech students for winning second place in the Tech Olympics, an annual competition among teams of at least five, from any high school in Illinois attending the Illinois High School Theatre Fest, held at the UIUC. Members compete in events such as costume-change an actor, hang and focus a lighting instrument, leg a platform, assemble a sound system, wire a lighting connector, do a cable-coiling relay, and more. Events are timed, with seconds added for mistakes. The teams are awarded places based on lowest accumulated time for the eight events in which they competed. OPRFHS was second to Addison Trail, missing first by only 18 seconds—and this the first time OPRFHS has competed. He also congratulated Mr. Hallissey and Mrs. Cheney.

Dr. Isoye congratulated Mr. Svedja and the members of the OPRF Jazz Ensemble, as they were awarded 1st Place/HONOR BAND at this past weekend's 23rd Annual Purdue University Jazz Festival. This is their second year in a row to receive this honor. The Jazz ensemble competed against 17 other bands in its class. In addition, Jonah Phillion (Lead Alto) takes home the Outstanding Soloist award.

Dr. Isoye congratulated senior Anthony Moaton for delivering his winning entry in the 27th Annual Student Oratorical Contest for the second year in a row during the Martin Luther King Jr. Assembly. Anthony's piece centered on the contest theme "Moving Forward" and the details (sometimes humorously) and the lessons he has learned about how to move forward in life. Also for the second year in a row, the high school and The Oak Park Regional Housing Center have collaborated to sponsor the oratorical contest as a way of highlighting the community's history and role in promoting diversity. The Housing Center is sponsoring the annual prizes: \$200 for first place went to Anthony and \$100 for second place was awarded to junior Helen Thomason. Her entry recounted some of the struggles Dr. King faced and relates them to struggles faced by young people in the Chicago area. In addition, senior Amber Floyd won Prom tickets for her winning entry in the video contest, which will be shown at the assembly.

Starting in February all schools in the state of Illinois are required to participate in a survey about their schools. State legislation requires the State Board of Education to conduct at the very least, biennial surveys focused on school climate. This year schools are required to survey teachers and students. Teachers giving instruction to a class will be provided a link and asked to participate. Administrators, counselors, social workers, support staff, librarians, and such will not take the survey because they do not teach a class. Students will have an opportunity to participate in 1 of 3 ways. If they are in a class that utilizes a computer lab on a frequent basis, they will take the survey with their class. This will be the case for about 2,400 students. If they are not in a computer-based class, they can take the survey during a study hall, before, or after school. The link will also be on the website, so students may take the survey from home. The state requires 50% participation in order to post results. OPRFHS chose this approach with students, opposed to informing them and waiting to see because it

only received 10% participation through this method with regard to the recent strategic planning survey. OPRFHS also chose not to use all the English classes or PE classes as a means to reach everyone as all of the computer labs would be requisitioned for about a month for all classes to participate. This would greatly impact teachers that sign up for labs and have research-based activities for their students during that time.

A parent component to the survey is optional. OPRFHS will send an email to all parents indicating that they can take the survey. It will also be advertised through the parent groups. The state will look for at least 30% participation before reporting out. More details will be coming, but OPRFHS is positioning itself to participate fully. The expected timeline is aligned with the school report card. Preliminary results will come first, followed by a public posting in October. The results will be a part of the school report card next fall.

**Residency
Recommendation**

The Board of Education continued the discussion of restructuring the registration process. Mr. Carioscio explained that the stated rate of \$50 per hour to verify leases was an estimate and included having to make contact with people. Verifying a lease on the spot should only take 10 minutes. Property owners can be called and a determination made immediately. The major change to this process will be having trained people review all the original documents at one time. The challenge is to do the checking as close to the beginning of the school year as possible. It would cost less to do the lease check in April. District 97 only does checks on leases. District 90 is discussing it. Mr. Finnegan appreciated this recommendation as it addresses equity. Currently, the heavier burden is on those who are renting versus owning.

Mr. Phelan felt the expense might not be necessary. He believed this was a matter of logic, not equity. If a lease expires, it is logical to check a lease to see if it were renewed. Homeowners do not move as often. Rather than focusing on what was convenient for families, Mr. Phelan felt the school district was focusing on what was convenient for itself. He used the example of the Modified Closed Campus where students had to stand in line outside for over an hour at the first dance. Dr. Millard appreciated the inconvenient because a number of people have been allowed to enter the high school even though they did not live in the district.

Ms. Patchak-Layman was prepared to try a system next year for freshmen and leases, not a system that would mean a check of everyone for every year. She would then support reevaluating the benefits after piloting the freshman and lease experience. Mr. Carioscio stated that the District would lose economies of scale if not everyone were checked. Ms. Witham stated that it could be a question of equity if only leases and freshmen were isolated.

Ms. McCormack suggested that when a student is cleared for residency on day one, the decision was final; no further pursuit would be attempted. Ms. Witham reported that the school only follows up on serious tips of nonresidency. If someone has presented documentation at the start of the year, no other concerns would arise during the year. Residency would be rechecked the next year. She reminded the Board of Education that there could be a question of IHSA edibility, which could jeopardize an entire team.

Dr. Lee stated that the District was trying to give the taxpayers the best it can. He suggested piloting the checking of residency of everyone in order to see the results.

Ms. McCormack asked if there were Board of Education support for a date certain as to when an inquiry is made in any given school year. It is painful to make a decision to disenroll a student once he/she is in school. Ms. Fisher reiterated that this discussion is about students who are not residents on day one. The law permits students who are legal residents on day one to continue at the school no matter where they move.

Mr. Phelan stated that the proposal on the table is to reduce followup on students during the course of the year. While it would improve the issue, it will not eliminate it. He felt this was a question of logic versus equity, as people do choose to rent rather than having to rent. He felt this process would be an inconvenience to many people.

The vote on this agenda item was removed from the consent agenda.

Rank in Class

Mr. Prale referred to the memorandum regarding the discussion of rank in class, which was a status update of the conversations occurring about rank in class. Mr. Prale reported that counselors had contacted many schools to find out what they were doing with regard to rank and class and if they eliminated it, what were their student experiences with regard to receiving scholarships, etc. The reports were consistent from the 17 schools contacted. The top tier schools such as NYU, Washington University, Notre Dame, and Tulane desired reference points. Discussion ensued about possible ramifications if OPRFHS sent nothing. While more schools said that providing something would be more helpful, Mr. Phelan leaned toward not providing anything at all, so that colleges would have to look at the student as a whole, unless the colleges would not look at anything lower than a 4.5%. Mr. Prale suggested distinguishing between a 4.85 GPA and a 4.72 GPA or in the top 5 or 10 percent area. Ms. McCormack saw value in having a 90% percentile or above because she felt anything below that would hurt as many as trying to be helped, i.e., those in the 50 to 75 percent range.

Discussion ensued about what other high schools were providing to colleges and universities. Other than Glenbrook, all schools were giving some information. Universities confirmed this. Glenbrook was not seeing any decline in the admission of its students. Mr. Prale will ask Glenbrook for its statistics on where its students had gone to college for the last several years as a comparison.

Ms. McCormack stated that if the District continued in this direction, providing both 75th percentile and the 90th percentile would not make that much of a change.

Mr. Prale reported that the major concerns of the parents in the community were 1) grade distribution, 2) the rigor defined in honors and AP classes, 3) what other avenues were available, and 4) competition versus no competition.

Summer School Dates It was the consensus of the Board of Education to approve the summer school dates of under the consent portion of the agenda.

Summer School Tuition

It was the consensus of the Board of Education to approve the tuition for the 2013 summer school under the consent portion of the agenda. Ms. Patchak-Layman was happy that the numbers were broken down and asked if the surplus amounts could be applied to grants. While the response was yes, the surplus does not go into next year's summer school budget. The summer musical surplus goes into the activity fund for the next play.

Summer School Stipend

It was the consensus of the Board of Education to approve the stipends for the 2013 summer school under the consent portion of the agenda as presented. Last year summer school employed 44 teachers, 31 of which were District teachers and 13 were from other districts.

Department and Staffing Changes For 2013-14

Ms. Smith reviewed the document in the board packet regarding departmental and staffing changes for the 2013-14 school year. She reported that no one would lose their jobs. Retirements were included. She clarified that the District intended to hire for the speech position.

Changes to other areas were as follows:

1. Technology—A technology director will be hired to bridge technology and instruction. The two people working in the TLC are much appreciated for their work. They have provided the support requested of them.
2. Residency—The department will be restructured so that it will have management support to run efficiently. The registrar’s office currently has two positions. The junior position will be relocated. Several positions at the same grade level are available, including one in the library. The supervisor has not yet been determined. Ms. Patchak-Layman wanted it communicated that these positions’ responsibilities have included a large amount of contact with families, and that should be part of the skill set listed in the job posting.
3. Teaching Recommendations—The administration is considering three new, additional FTE positions next year to support learning based on class size and subject. While discussions have occurred about keeping the budget status quo, this clearly would be for additional FTE rather than reducing FTE.
4. Health Services—This department serves faculty, staff, and students. The school is mandated to have a certified nurse in order to make any recommendations for invention or modifications based on medical review. A certified nurse has been identified. No one will be released. Typically, a RN must take additional classes, participate for hours in a school setting, and take a certification test. Credit for health aide experience has been acceptable. In the future, a license will be required versus a certificate.

Ms. Smith reported that while an effort had been made to reach out to everyone involved before the meeting packet was posted, not everyone received notification. Some people had interpreted that some retirements were not being replaced, but that was not the case. The administration is doing damage control.

Amended Agreement With West 40

It was the consensus of the Board of Education to approve the amended contract with West 40 under the Consent portion of the agenda. West 40 is raising its fees, as it has lost 70% of its state funding. OPRFHS will pay \$200 more per month for each of its students placed at HARBOR.

Board Goals Midyear Update

Dr. Isoye reviewed the document that had provided an update on the Board of Education goals for 2012-13.

Mr. Phelan asked for further information about how to address discipline. Mr. Rouse stated that through the Joint Committee on Student Discipline, which is composed of

staff, faculty, students, and parents, changes would be made to find an appropriate balance.

Policies 3920 and 6600

It was the consensus of the Board of Education members to approve Policy 3920, Transportation, and Policy 6600, Education of Homeless Children, presented for second reading and action under the Action portion of the agenda.

Change in Agenda

It was the consensus of the Board of Education members to remove the approval of the Residency Recommendations, Summer School Stipends, and Summer School Tuition from the Consent Agenda and approve them individually.

Consent Items

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

1. Check Disbursements and Financial Resolutions dated January 24, 2013
2. Treasurer's Report
3. Monthly Financials
4. Gifts and Donations
5. Summer School Dates for 2013
6. Authorization to Prepare FY '14 Tentative Budget
7. Authorization to Prepare FY '13 Amended Budget
8. Construction Projects for 2013
9. Approval of Asbestos Abatement Contract with Valor Technologies
10. Amended West 40 Intergovernmental Agreement
11. Textbook Adoption and Purchase

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

Summer School Stipends for 2013

Dr. Lee moved to approve the Summer School Stipends for 2013; seconded by Ms. McCormack. A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

Summer school teachers have not had an increase since 2010. Ms. Fisher noted that the stipend amount was a factor when teachers consider were to teach summer school. Ms. Patchak-Layman felt the stipend should remain status quo.

Summer School Tuition for 2013

Mr. Finnegan moved to approve the Summer School Tuition for 2013; seconded by Dr. Lee. A roll call vote resulted in four ayes and three nays. Ms. McCormack, Ms. Patchak-Layman, and Mr. Phelan voted nay. Motion carried.

Tuition has not been increased since 2008. Counselors will be directed to increase their fee waivers for those who need summer school courses and the number will be presented in the Summer School report; presently, the number is 48.

Instructional Materials

Ms. McCormack moved to approve the Instructional Materials for the 2013-14 school year of \$320; seconded by Mr. Finnegan. A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried. Ms. Patchak-Layman felt the fee was too high, a sliding fee scale should be implemented, and the District should not collect fees from students to pay for those students who qualify for the Free and Reduce Program.

Residency Process	<p>Mr. Finnegan moved to approve the administrative recommendation of piloting a residency check program for the 2013-14 school year for every family in the District; seconded by Dr. Lee. Discussion ensued.</p> <p>Dr. Isoye stated that the District’s conversation on racial equity has grown and the organization has changed because of the conversation. Because the District is attempting to eliminate racial predictability, it is brought up in the discussions of residency, ranking, student discipline, etc. It is the District’s obligation to speak about them when they occur. The District may not be able to show who did not attempt to register because of the process now in place. The school has done the work it was asked to do. Sometimes the work is comfortable and sometimes it is not. Both class rank and the placement of students affects all. There is a reason why the subject of equity arises and it is important for the organization to name it.</p> <p>Mr. Finnegan thanked Dr. Isoye for his comments and Mr. Hunter’s encouragement of the Board of Education. He supported checking all families for residency. Dr. Millard understood that an assessment, review, and evaluation of the process would occur to make it more efficient.</p> <p>Ms. Patchak-Layman preferred having a one-year pilot for freshmen and leases before implementing it school-wide every year. Mr. Phelan concurred with Ms. Patchak-Layman saying that anything more would be a collateral mistake. He added that no one was chastising anyone for naming equity; he felt this was a matter of logic. It is logical to spend the effort to check a least that is expired, to make sure it is renewed.</p> <p>Ms. McCormack reiterated her suggestion of once a student was enrolled, no further residency checks occur that year.</p> <p>A roll call vote resulted in four ayes and three nays. Ms. McCormack, Ms. Patchak-Layman, and Mr. Phelan voted nay.</p>
Personnel Recommendations	<p>Mr. Finnegan moved to approve personnel recommendations as presented, which included New Hires, seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.</p>
Textbook Adoption & Purchase	<p>Mr. Finnegan moved to approve the textbooks as presented and their purchase; seconded by Dr. Millard; A roll call vote resulted in all ayes. Motion carried.</p>
Board of Education Dates	<p>Mr. Finnegan moved to approve the regular Board of Education dates for the 2013 calendar year as presented; seconded by Dr. Lee. A voice vote resulted motion carried. Motion carried.</p>
Policy 3920	<p>Dr. Lee moved to approve Policy 3920, Transportation, for second reading and action; seconded by Ms. Fisher. A roll call vote resulted in all ayes. Motion carried.</p>
Policy 6600	<p>Mr. Finnegan moved to approve Policy 6600, Education of Homeless Children, for second reading and action; Dr. Millard. A roll call vote resulted in all ayes. Motion carried.</p>
Open Minutes	<p>Mr. Finnegan moved to approve the Open and Closed Session Minutes of November 15, December 11, 2012 (Finance, Instruction, Technology),</p>

December 20, 2012, and January 15, 2013 (Finance and Special) and a declaration that the closed session audiotapes of February 2011 are destroyed; seconded by Dr. Lee. A voice vote resulted in motion carried.

Reports

Ms. McCormack asked the Board of Education to consider reinstating oral liaison reports.

Closed Session

At 12:07 a.m. The Board of Education resumed its closed session. At 1:16 a.m., on Friday, January 25, 2013, the Board of Education resumed its open session.

Adjournment

At 1:16 a.m. on Friday, January 25, 2013, Dr. Lee moved to adjourn this meeting; seconded by Mr. Finnegan. A voice vote resulted in motion carried.

Terry Finnegan
President

Amy McCormack
Secretary