

September 27, 2012

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, September 27, 2012, in the Board Room of the OPRFHS.

**Call to Order**

President Finnegan called the meeting to order 6:40 p.m. A roll call indicated the following Board of Education members were present: Terry Finnegan, Valerie Fisher, Dr. Ralph H. Lee (departed at 8:16 p.m. and returned at 8:45 p.m.); Dr. Dietra D. Millard, Amy McCormack, Sharon Patchak-Layman, and John Phelan. Also present were Dr. Steven T. Isoye, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Cheryl L. Witham, Assistant Superintendent for Finance and Operations and Treasurer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

**Closed Session**

At 6:42 p.m., on Thursday, September 27, 2012, Mr. Finnegan moved to enter closed session for the purposes of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.

The Board of Education reconvened its open session at 7:12 p.m. and recessed until 7:30 p.m. Joining the meeting were Michael Carioscio, Chief Information Officer, Dr. Tina Halliman, Director of Special Education; Amy Hill, Director of Assessment and Research, Karin Sullivan, Communications and/or Community Relations Coordinator, James Paul Hunter, Faculty Senate Executive Committee, and Lauren Richardson, Student Council Liaison.

**Visitors**

The Board of Education welcomed the following visitors: Chris Ogden Raino, Nancy Leavy of the League of Women Voters, and Gabriel Werner and other representatives from Girls' Field Hockey, and a reporter from the Oak Leaves.

**Board of Education**

Ms. Patchak-Layman proposed that the high school consider inviting District 97 to relocate its district's offices within the high school. OPRFHS has similar spaces where two people might be housed, e.g., the same departments, cafeterias, reception area, etc. It would allow people to become familiar with the high school's building, and it would be an opportunity for the community to save millions by not having to build an addition on to Village Hall. It would be a testimony to intergovernmental cooperation. She hoped such a proposal could be considered.

Ms. Patchak-Layman continued that the Board of Education had considered the equity and excellence statement she had brought forward at a Policy Evaluation and Goals Committee meeting. It was the consensus of the majority of the members that it should be worked into the policy manual so that it would be supported in the long term. Because that is a long process, she hoped that the Board of Education members would sign on to that statement personally.

- Giving students what they need to maximize their learning and well-being.
- Assuring that all OPRFHS staff members actively continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuates racial disparities in achievement.
- Preparing all students to succeed in a multicultural society by teaching the contributions and viewpoints of all people.
- Raising the achievement of all students while eliminating the racial predictability of achievement.

**Status of FOIA Reports**

Mr. Finnegan noted that six FOIA requests had been received and six were resolved.

**Student Council Liaison Report**

Ms. Richardson reported on student complaints/suggestions that had been added to her Facebook page.

- While many places are available to go to after eating lunch in the cafeteria, much time is spent waiting for security officers to give out passes;
- Much of the food selections are gone by the sixth period.
- Issues with the girls' locker rooms on the second floor include broken sinks and no running water. Field hockey and cheerleaders use that locker room.
- A suggestion to allow multiple doors to be made available to students in the morning, rather than funneling everyone through the main entrance, was made as it would provide more time for students to get to their first period class.

Student Council was planning Homecoming activities and working on the decorations. The theme is "Island in the Sun". She highlighted the following Homecoming information.

- Multiple entrances will be accessible so that students do not have to stand outside while others are checked into the dance.
- A new stage configuration will help airflow.
- The Homecoming Court will be announced at the football game.
- Students who buy in advance will be able to bring five friends to the VIP where they will have water bottles, snacks, and a private coat check, on a raised part of the stage.
- Tickets go on sale the Wednesday of the week before Homecoming.

After Homecoming, students will work on senior shirts, finalizing the Tradition of Excellence, and its annual coat drive.

Dr. Lee asked that the Board of Education president and the Superintendent meet with the Student Council representatives directly in order to achieve more efficiency. Ms. McCormack encouraged all comments. Mr. Finnegan wanted students to be active, engaged, and fully involved in the school.

**Public Comments**

Gabriel Werner, senior, field hockey team, addressed the front-page article of *Wednesday Journal*, as it had affected the team negatively. While it did not call the team racist, it addressed the team's racial gap. Field Hockey is a competitive program and ranks consistently in state competitions. It does not have a feeder program. The racial gap should not be addressing this high school team, because the high school cannot do anything about the students before they come to the high school. Students

come to school and try out for teams and competitive sports programs. This is a District 97, District 90, and a Village program issue, not a District 200 issue. She also disputed the data that was given as she felt it was skewed.

Ms. McCormack emphasized that article expressed the opinion of just one Board of Education member, driven by the press, it was not the opinion of the entire Board of Education. Mr. Phelan concurred with Ms. McCormack comments and continued that the team's position was the right one—students need to select the sport(s)/activities in which they are interested and pursue them. The Board of Education wants every group is welcoming to everyone. The gap was not the position of the board. The Board of Education was very proud of them.

Ms. Werner stated that the team had a successful season, but the public comments on the article were negative, calling the team “meaningless and wrong.” Mr. Phelan stated that was an illustration of Freedom of Speech and that the students should not judge themselves by the comments. Mr. Finnegan reiterated that all teams should have a welcoming attitude. He hoped that the team members would bond together. He reiterated Mr. Phelan's statements that the Board of Education wanted a welcoming attitude. Should any student feel there was anything amiss, he/she were invited to contact Mr. Finnegan directly.

**Faculty Senate  
Senate**

Mr. Hunter reported noted the Strategic Plan Steering Committee would meet on Monday, October 1 to continue to work on things on which discussions have already occurred, e.g., ideas from ALT, Long-range Planning Facilities, and the educational mission of the District, etc. He hoped that people remembered that the high school's sole mission is to educate all of the students of these fine communities. The faculty feels it did a great deal to help solidify its commitment to the mission of the District, especially over the course of the last year. The faculty seamlessly negotiated a contract last year that was best for this community in a time when educators are unappreciated. That needs to be celebrated. The faculty was pleased that the District has agreed upon a wide variety of professional development. The two-year contract extension allows two years to focus on Professional Development that focuses on the mission of this District. The faculty guaranteed that they would do their best to provide every student with the best educational experience. The faculty also agreed with previous and the present boards that the referendum should be extended until 2018, as that is best for the communities. The faculty is frustrated when the District strays from that mission.

Mr. Hunter continued that discussion about single agenda facilities is damaging. The District needs to have a program that says OPRFHS is a first class institution. If the Board of Education is detracted from its bigger mission because it focuses on off-topic projects, it will not only waste money, but draw away from the bigger mission of the District.

New programs must be allowed to mature in order to see if they are working. When the Faculty is focused on something new, not only is it hard for the Faculty, it must be hard for the Administration as well. The lack of trust in always wanting to see something different is demoralizing. The commitments need to be accepted, recognized, and appreciated. The time to do that is necessary and will be well spent. OPRFHS is a good place. It is run by good people. Good people are employed here. It is worrisome to see, perhaps unintended but significant consequences that have harmed students and have limited the focus and abilities.

Faculty is excited about strategic planning. There are many positives, and the steering committee membership is impressive.

Mr. Hunter also spoke about this week's editorial in the *Trapeze* as it spoke about the mean-spirited the climate toward teachers in Illinois and the nation. It speaks a truth that no teacher could have taught a student, yet students have an understanding of teachers and OPRFHS. It was a wonderful truth to read and impressive that the editorial board feels this way about the Faculty in the building. He was proud of the students who put this together.

**Superintendent  
Report**

Superintendent Dr. Isoye congratulated Special Education Teacher Octavius Bellamy on winning two bronze medals in Greco Roman and Freestyle Wrestling at the 2012 Veterans World Championships.

Dr. Isoye also congratulated Natalie Richardson who was chosen nationally as a Student Poet Laureate by The Alliance for Young Artists & Writers, as part of its Scholastic Art & Writing Awards and honored at the National Book Festival in Washington, D.C.

The award is the nation's highest honor for poets in grades 9-12.

Dr. Isoye reported that OPRFHS had four students who received national silver and gold medals for Scholastic Art & Writing Awards. They were Natalie Richardson-Gold; Camara Brown, Silver; Dorothy Moore, Silver; and Hannah Srajer, Silver. Of the 1,200 students who received these awards nationally, five were chosen as Student Poet Laureates to represent different regions of the country. Ms. Richardson will serve the Midwest.

Dr. Isoye reported that 70 faculty, staff, and administrators attended an intensive, two-day Beyond Diversity Workshop on race. This workshop moves the District forward in its understanding of race as an organization and systemic inhibitors.

Dr. Isoye reported that the time for circulating petitions for those interested in running for the Board of Education began September 25. The filing date is between December 17 and 24, 2012, and the filing must be in the hands of the election designee, Ms. Kalmerton, no later than 5:00 p.m. on the 24th.

The IASB will be continue to help the Board of Education review its Policy Manual on October 16 during the Policy, Evaluation, and Goals Committee meeting, beginning at 6:00 p.m.

**Resolution**

It was the consensus of the Board of Education members to approve the resolution Recognizing the National Merit Semi-Finalists and National Achievement Scholarship Winners under the action portion of the agenda as follows:

The National Merit Semi-Finalists were:

Eigen Aoki  
Louis B. Blankemeier  
Richardo A. Castaneda

Jack B. Cramer  
Scott G. Daniel

John Davis  
Will Drickey  
Emilia A. Floody  
Benjamin A. Levin  
John E. Martin  
Rucha R. Mehendale

Maya Rawal  
Lauren A. Richardson  
Leah E. Sacks  
Cody W. Stocker  
Ruth M. Whittakes

Elliot A. Mertz

The National Achievement Scholarship Winners were:

Camara Brown  
Courtney A. Fields  
Anna M. Forte  
Marshall J. Jeffries

Taylor E. Rayburn  
Lauren A. Richardson  
Natalie Richardson  
Jahi M. Taylor

**Foreign Exchange**

Mr. Rouse reported that the District received foreign exchange students from Italy, China, Italy, and Brazil for the 2012-13 school year and the host families were listed.

**Student Discipline**

Mr. Rouse presented the 2011-12 Second Semester Discipline Report and provided highlights. The collection of student discipline statistics has changed dramatically because of discussions that occurred on a scorecard, etc. The new way in which infractions are being reported in the Student Information System will provide more accuracy, consistency in reporting, and, most importantly, allows data to be pulled and extracted in various ways. Mr. Rouse thanked Mr. Carioscio and his team, in particular Karen Ury and Chris Thieme, for the countless hours of sifting through the many variations of discipline statistics to provide these numbers. Mr. Rouse also thanked the Student Intervention Directors, who began the school year on August 1, because of their new administrative contract, to help him determine a more effective and consistent way to report and provide consequences. The Code of Conduct matrix was reviewed. Ways to be more consistent and less punitive were discussed. How to provide the appropriate levels of interventions to change behavior positively and reduce loss of instructional time was also discussed.

The first two tables provide a summary at a glance of all infractions committed by each grade of students for both semesters of the 2011-12.

The total number of infractions has been reduced by 55% from 1st Semester.

- Class II infractions account for 79% of total infractions committed by students.
- Sophomore students continue to have a higher percentage of infractions than any other grade, consistent with previous years.
- Although the number of Class I-III infractions decreased significantly from semester 1 to semester 2, the number of Class IV infractions increased by 11.

The next six reports were a breakdown of the following:

Table 1	Summary of Offenses by Gender and Race
Table 2	Summary of Offenses by Special Ed and Race
Table 3	Summary of Consequences by Race, Grade, and Gender
Table 4	In School Suspensions by Gender and Race
Table 5	Out of School Suspensions by Gender and Race
Table 6	All Suspensions by Call of Infraction, Year of Graduation, and Race

Mr. Rouse reviewed the analysis of the above reports as presented in the packet.

**Table 1 Summary of Offenses by Gender and Race**

- Failure to Serve Detentions continues to be the number one offense by a sizable amount, accounting for 1155 of the 1969 total offenses (59%).
- Without Failure to Serve Detentions, there would have been 814 total offenses in the 2<sup>nd</sup> semester.
- African-American (AA) students (28% of total OPRF population) accounted for a disproportionate number (624) of the 1155 total Failure to Serve Detentions (54%).
- A disproportionate percentage (57%) of AA students accounted for 1116 of all offenses with the largest group of the offenses coming from AA males 663 (34%).

**Table 2 Summary of Offenses by Special Education and Race**

- Students with IEP's make up 17% of our student population and accounted for 26% of total 2nd semester offenses.
- The percentage of offenses for students with IEP's:
  - Class 1 – 16%
  - Class 2 – 25%
  - Class 3 – 31%
  - Class 4 – 28%
- AA students with IEP's had far more offenses than other students, accounting for 304 of the 509 total offenses in this category (60%), which is lower than the overall offenses for AA students without an IEP.

**Table 3 Summary of Consequences by Race, Grade, and Gender**

- The percentage of total consequences given were:
  - Detentions - 29%
  - Restricted Lunch – 35%
  - In- School Suspension – 29%
  - Out of School Suspension – 6%

**Table 4 Summary of In School Suspensions by Gender and Race**

- 61% of all 2nd semester In School Suspensions were issued as the result of a Class 2 infraction
- 53% of all the Class 2 infractions receiving In School Suspension were a result of failing to serve detentions
  - Failure to Serve Detentions accounted for 3% of all In School Suspensions
- 31% of In School Suspensions 2nd semester were received as the result of a Class 3 Infraction
  - 56% of all Class 3 infractions receiving In School Suspension were the result of Active Defiance of Authority (the offense used for leaving campus without authorization)
  - 7% of In School Suspensions 2nd semester were received as the result of a Class 1 Infraction
  - The Class 1 infractions receiving In School Suspension were from multiple Class 1 offenses and bundled with other accumulated infractions.

**Table 5 Summary of Out of School Suspensions by Gender and Race**

- 19% of Out of School Suspensions were received as the result of Class 2 infractions
- Class 2 infractions receive out of school suspension when there are multiple offenses or they are bundled when other offenses have accumulated significantly

- 50% of Out of School Suspensions were received as the result of Class 3 infractions
- 30% of Out of School Suspensions were received as the result of Class 4 infractions

**Table 6 Summary of All Suspensions by Class of Infraction, Year of Graduation, and Race**

- 26% of In School Suspensions were received by White Students
  - 24% of Class 2 and 3 infractions were committed by White Students
- 17% of Out of School Suspensions were received by White students
  - 22% of Class 3 and 4 infractions were committed by White students
- 59% of In School Suspensions were received by AA students
  - 60% of Class 2 and 3 infractions were committed by AA students
- 70% of Out of School Suspensions were received by AA students
- 69% of Class 3 and 4 infractions were committed by AA students.

Student Intervention Directors (SID’s) are stationed in the cafeteria during lunch periods so that they can engage students. This is one way to prevent consequences. When Faculty members write referrals, they note how many attempts were made to keep the students in class. Coaches have also volunteered to help with team members. The District is making concerted efforts to reduce student infractions.

Mr. Phelan was pleased with the report. He stated that students involved with extracurricular activities have lower discipline issues and higher GPA's.

The District was talking with Thrive Counseling about alternative suspension programs as well. The high school wants to work with the entities in the community. Parents must be part of this process.

Ms. Fisher noted that the changes in how discipline was handled were a result of the administration’s reflective listening of the Board of Education's concerns. She appreciated the efforts of the administration to keep students in the classroom.

**Student Achievement Data**

Ms. Hill stated that many more reports have been added since the inception of the report, which originally included just SAT, PSAE, and ACT. Ms. Hill reviewed the report.

ACT scores for the class of 2012 include an average composite score of 24.5, the highest average ever achieved among OPRFHS graduates (one-tenth point higher than the previous high mark in 2010). The apparent upward trend for our graduates over the past eleven years compares to state and national averages that have increased incrementally in that time span.

ACT averages mask differences between groups of students. For example, while White and Black graduates of OPRFHS outperform their same-race peers nationally, at both the local and national levels there is a persistent score disparity between White and Black students. Figure 2 shows how average ACT composites among OPRFHS graduates have varied by race/ethnicity over the past six years; Figure 3 shows Class of 2012 scores by race across the four subject areas. Additional disaggregation for students who receive special education services or free/reduced lunch appear at the end of the report.

Figures 4-6 represent our graduates' achievement of ACT College Readiness Benchmarks (CRBs). As with average composite scores, OPRFHS students meet and exceed CRBs in every subject area at higher rates than their state and national peers (Figure 4), and the percent of our graduates achieving all four CRBs has increased steadily over the past nine years (Figure 5). In Figure 4, the column labeled "OPRFHS Total" is the only one that includes data for students w

Figure 6 provides greater detail on the CRB attainment of OPRFHS students across racial/ethnic groups. For the Class of 2012, while racial/ethnic score disparities are evident among OPRFHS graduates, students in the Hispanic and Multi-Racial groups met or exceeded the CRBs in English, Reading, and Science at rates above state and national averages (compare to Figure 4). CRB attainment for Black OPRFHS graduates was lower in 2012 compared to 2011 and remains below overall national averages. Additional longitudinal CRB data appears at the end of the report.

Students in the Class of 2012 took the EXPLORE test in the eighth grade as part of their transition to the high school. For 581 graduates of the Class of 2012, it is possible to match 8th grade EXPLORE test scores with ACT scores to determine how much students' scores changed during their high school years. Because these data provide, as nearly as possible, "entry" and "exit" scores, they serve as a gauge of the student's academic experience during high school.

Figures 7-12 depicted the test score growth of members of the Class of 2012. Average EXPLORE scores are depicted by the blue portion of each bar; the average growth from EXPLORE to ACT is "stacked" on in red, so that the height of the resulting bar shows the average ACT score for each subject area (for the students with matched scores).

Taken together, OPRFHS students achieved higher baseline EXPLORE score averages and experienced greater test score growth than their peers across the nation (Figures 7-8). In other words, on average, OPRFHS students in the matched sample were better prepared upon entry to high school than were their peers, and upon their exit, that advantage had increased for the group as a whole. The greatest average gains occurred in reading. It is worth noting that while nearly every OPRFHS student takes the ACT as part of the PSAE in the junior year, national data are based upon scores of a more selective group of students, particularly in the states where ACT testing is not universal.

Figures 9-12 break the aggregate group of OPRFHS students with matched scores into smaller groups based upon their baseline EXPLORE scores and their race. Because the numbers of Hispanic, Asian, and Multiracial students tend to be small, the analysis focuses on White and Black students. Using EXPLORE scoring ranges is an attempt to control for the student's level of preparedness upon entry to high school. The presumption is that students entering the high school with similar levels of preparedness should experience similar levels of growth, on average. The purpose of the analysis is to determine whether there are any racially disparate patterns of growth that suggest important disparities in the students' experiences during high school.

Each pair of bars in Figures 9-12 compares the baseline EXPLORE scores and the test score growth of White students and Black students who achieved similar scores on the EXPLORE test. For example, in Figure 9, the first column summarizes the EXPLORE scores and score growth of a group of 33 White students (W) whose EXPLORE



English scores fell in the range of 0-12 (out of 25); the second column includes data for 41 Black students (B) with EXPLORE English scores in the same range. Over time more and more students are achieving

Patterns in the data were evident at a glance. Most noticeably, there are growth differentials that vary by race in every subject area and in nearly every scoring range. During their high school years, on average, White students in the Class of 2012 experienced more growth in their test scores than did Black students with similar entry-level test scores. Some factor or set of factors in the high school years correlate with these growth differentials.

Figures 13-15 summarize the 2012 PSAE scores for students in the Class of 2013. Rates of meeting/exceeding in Reading were slightly higher for White and Black students, while Math rates were incrementally higher among Black students. Overall proportions of students meeting and exceeding standards in Reading and Math were incrementally lower than last year. Achievement patterns were otherwise consistent with the results we have seen over the past five years and reflect similar disparities as those described above for ACT results.

Adequate Yearly Progress results for 2012 are shown in Figure 16. Percentages in the table may vary somewhat from the PSAE data in tables 13-15 for a number of reasons. PSAE data include all OPRFHS students who completed both days of the exam. AYP calculations include PSAE scores and scores from the Illinois Alternate Assessment (IAA), and they exclude scores for students who enrolled in the district after May 1 of the previous school year. With the minimum AYP target set this year at 85% meeting/exceeding standards, the White than students in the Hispanic, Black, and Multi-Racial groups (Figure 19). Similar patterns are evident in the weighted GPA data (Figure 20), where group disparities are somewhat larger. Those larger gaps in the weighted GPA are likely a reflection of racially disparate patterns of enrollment and grades in honors and AP courses where students have the opportunity to earn the multiplier for A and B grades and, thereby, enhances their weighted GPA. Historically at OPRFHS, Black and Hispanic students have enrolled in honors and AP courses at lower rates than White and Asian students have and would therefore be less likely to earn grades that qualify for the multiplier.

When asked what one should take away from this analysis, one thing that Ms. Hill wanted to investigate further was college attendance rates. Ms. Hill continued that the faculty is keeping the question of race on the table, and the District has institutionally begun to embrace it more broadly. The equity learning strands are being expanded. TCT teachers ask themselves what race has to do with achievement in their classes.

**Illinois Youth Survey** Ms. Hill reported that this was the fourth time the Illinois Youth Survey (IYS) was administered at the high school. The results in 2012 were similar to those in 2010. She offer some highlights.

- OPRFHS students report higher use of alcohol and marijuana than in Cook County.
- Binge drinking is seeing minor declines over the last few years.
- Internalized peer pressure that may lead more of students to use marijuana and alcohol as a result. A follow-up report will be received December.
- Much data has been obtained about bullying, student perceived safety, etc.

Discussion ensued. A 3 percent drop in students admitting to being drunk or high at school one or more times had occurred. Data will be tracked going forward.

Comments were made about the number of students who had responded positively to thinking of suicide or of helplessness. The administration stated that this report will be shared with the SID's and counselors and discussions will occur about these statistics. Mr. Phelan felt that the mental and physical health of students as well as substance abuse, were things that the District could do something about, but choose not to do. He believed that it was integral to the school's mission to address mental and social issues. Ms. Hill stated that Ms. Horowitz had provided a summary of activities this year and last year. She would share that with the Board of Education. Much work is being done with students, individually, in classrooms, and in group therapy. Mr. Phelan noted that he wanted to explore the researched, effective alternatives other schools had implemented and that IMPACT had talked about which the District is not doing, i.e., drug testing, searching, etc. He has advocated for this in the past. While he applauded the outreach efforts that were occurring, he did not believe that was enough.

Dr. Lee wanted an understanding of the percentage of Cook County students were suburban as opposed to the percentage of students that were from the City of Chicago. Mr. Finnegan referenced the information OPRFHS for 2012 versus all of Illinois, not just Cook County. Ms. Hill reported that the IYS website has county reports. In reviewing what was available, it seemed there was a discrepancy as to whether the previous reports had included the City of Chicago. This year a Cook, non-Chicago report is available. Dr. Lee questioned whether OPRFHS students had greater trust in its school system, meaning that their answers would not be used to harm them. Students in other districts might be less trusting and less inclined to tell the truth. The question of the discrepancy between Cook County and OPRFHS needs to be addressed before determining what to do about it.

Chris Rano Ogden stated that the IYS numbers were necessary for IMPACT and she appreciated the transparency. Because middle schools now participate in the IYS, IMPACT feels that trends will be more noticeable. Having the stats from sixth, eighth, tenth and twelfth grade will be helpful to track their cultures. IMPACT believes that it will take six years to move the numbers, as the high numbers are decades in the making. This information will be shared in a community-wide forum on October 24 at 7:00 p.m. at the 19th Century Club. The Board of Education and all of the community leaders are invited. Email invitations will be sent. The topics will include discussions about why drugs are different, why adult attitudes are influencing children's behaviors, the new laws in Oak Park and River Forest, and the need for them to dovetail with the policies at OPRFHS. IMPACT is stressing less punitive measures and more rehabilitative measures. While this activity is wrong, it is not criminal. Students need help.

## **Strategic Plan Update**

Mr. Prale provided a status report on the Strategic Plan. At this point, 49 people had confirmed participation in the Steering Committee. He thanked Ms. Sullivan, Dr. Isoye, and Dr. Alson for their work in this regard. The membership of the committee is large, balanced proportionately with people from both villages and educational and non-educational backgrounds. Everyone having expressed an interest in participating was accepted. Mr. Prale reviewed the Committee meeting dates, the agenda topics, and the survey format. An outside agency will help with the survey, and it is hoped that the

results will be used both in the short and long term. A list of committee members will be shared at a later meeting. Not all will be able to attend every meeting, but they are encouraged to attend as many as possible.

Discussion ensued as to the format of the Steering Committee. It was the consensus of the majority of the Board of Education members that the Steering Committee would act as a Superintendent's committee. The full Steering Committee would be as transparent and open as possible, minutes taken, and agendas posted, and the subcommittees and task forces appointed by the Steering Committee will have flexibility in scheduling their work and meetings in order to be efficient. Ms. Patchak-Layman was concerned that the public would not be able to hear the task force conversations and thus not be able to give input. These groups are where the conversations about the actions, the development of the mission, the vision, the goals, etc. takes place. Others felt that there would be many opportunities for the community to give input, as any interest would be embraced. Ms. Fisher spoke of her own experience on the GMOS Committee and how well that had worked. Dr. Isoye stated that task forces will provide the starting points, but over the five-year timeframe, the tasks forces will report to the Steering Committee to report what they have learned. This is not a static document. The composition of the task forces would include Steering Committee members and others. Ms. Fisher and Mr. Phelan felt it was critical that the administration had the ability to do the footwork and not be restricted.

**Board of Education  
Goal Discussion**

It was the consensus of the Board of Education members to accept the administration's action plans for the Board of Education's goals as amended below.

**1. Racial Equity**

- a. Eliminate systemic inhibitors to academic success for students of color, including but not limited to those, which discourage students from attempting higher-level courses or penalize students for pursuing high levels of academic achievement.

**Action steps:**

- Increase school-wide knowledge regarding the impact of race on achievement by implementing a Racial Equity Professional Development Learning Strand for selected support staff, faculty members, and new administrators.
- Work with Pacific Education Group (PEG) to conduct a Beyond Diversity seminar for members of the staff selected for racial-equity professional development.
- Collect and review level-change data from counselors, override requests from division heads, and distribution of students and grades in honors and AP courses, with all data disaggregated by race and gender to identify systemic inequities. Make recommendation(s) to revise policy and/or procedures for 2013-2014 as appropriate.

This action's intent was to allow level changes for all students, not just those in honors or AP courses. With regard to programs like Project Scholar that supported students in getting to take the next level of class, they were not seen as being a systemic inhibitor but would require a program review. A baseline needs to be developed.

- b. Show evidence of any change in racial predictability in recent years.

**Action step:**

- Use scorecard indicators to track and provide evidence of patterns and trends in student achievement across racial groups during the past five years.

Discussion ensued about whether the action step would actually accomplish item b. Most felt that the scorecard would reflect any change.

## **2. Student Engagement and Achievement**

- a. Increase student achievement and engagement through quality classroom instruction and other enhanced learning opportunities.

**Action steps:**

- Students enrolled in the reading program (Elements of Reading, Literacy Support Resource 9 and 10, Reading 3-4) will show at least one year's improvement in proficiency from 2011-2012 to 2012-2013, as indicated by the Scholastic Reading Inventory (SRI). Strategies for improvement will include increased literacy support, quality classroom instruction, and increased levels of student engagement.
  - Students enrolled in targeted courses receiving literacy coaching will show at least one year's improvement in proficiency from 2011-2012 to 2012-2013, as indicated by the SRI. Strategies for improvement will include increased literacy support, quality classroom instruction, and increased levels of student engagement.
  - Show a 10% increase in the number of freshmen achieving proficiency in reading, as indicated by the SRI.
  - Show a 10% increase in the number of students achieving proficiency in Algebra, as indicated by student performance in the Accelerated Math Program.
  - Implement walkthroughs to collect baseline data on student engagement.
- b. Use best practices to provide that each section of the same course is structurally consistent in providing the same challenging curriculum and rigorous teaching expectations in every section of the same course.

**Action step:**

- Division Heads will support teachers in developing curriculum maps, checking for consistent alignment with Common Core or other nationally based standards, common formative assessments, and common summative assessments. Report on results from common assessments to measure continuity of outcomes and indicate teacher responses to growth areas.

Discussion ensued. Walkthroughs are a snapshot of what is occurring in the building, which includes visiting classrooms briefly (10 minutes) looking for specifics, student engagement, etc. The data is collected and analyzed broadly by both teachers and administrators to identify instructive patterns. Another term is management by walking around. The District is going through training process but many pieces are part of the implementation.

## **3. Learning Environment and School Culture**

- a. Manage resources to provide a safe, effective, and efficient learning environment that encourages students to stay on campus and to participate in activities that promote student engagement before, during, and after school.

**Action steps:**

- Increase student use of the Tutoring Center by 10% by the end of the 2012-2013 school year, using data disaggregated by race.
- Assess resources available to increase participation in lunchtime activities, survey students about interest in possible additional activities, and by the end of the 2012-2013 school year set target for overall increased student participation in such activities.

- b. Expand efforts to engage students in co-curricular/athletic activities while encouraging such teams and activities to welcome students from under represented demographics.

**Action steps:**

- Increase student participation in co- and extra-curricular activities by 5% by the end of the 2012-2013 school year.
- Develop a plan of action for coaches and activity sponsors to encourage students from underrepresented demographics to participate in their sport or activity.

- c. Review the Student Code of Conduct and consider revisions designed to rehabilitate students without unnecessarily damaging future prospects or depriving them of instructional time while maintaining a safe environment for all.

**Action steps:**

- Establish a baseline by the end of September 2012 for the number of days students are suspended both in school and out of school.
- Reduce by 10% the number of days students served both in school and out of school for the 2012-2013 school year.
- Increase opportunities for students to reduce Plastco detentions by implementing a structure to increase academic support for students who miss minutes of instructional time due to tardies.
- Review by the Joint Committee of Student Discipline ways to reduce loss of instructional time by using alternatives to suspension and recommend appropriate changes to the Code of Conduct by March 1, 2013.

Discussion ensued. In 3.b., the idea is to increase current involvement of those involved in co- and extra-curricular activities by 5%, which would be approximately 75 students. A Board member asked that statistics be kept as to what percentage of students had tried to participate but could not in such things as intramurals.

Goal 3. c. 2.: Add the word “suspension” after the words “in school” and “out of school” and add “by establishing a system of progressive discipline” after the words “school year”. The goal is to reduce the number of suspensions and the days students are out of class. The administration’s attempt to keep students in class was notable as that was the Board of Education desire. Dr. Lee and Mr. Phelan wanted to find ways to reduce the infractions or find alternative consequences.

#### **4. Finance and Operations**

- a. Develop a system of performance based evaluations and compensation for administrators.

**Action steps:**

- Identify tools for administrators' evaluation plan that are aligned with changes in state law no later than October 1, 2012.
  - Submit initial recommendation for an administrative compensation plan to the Board of Education no later than the April 2013 Committee of the Whole meeting.
- b. Conduct a review of existing programs and initiatives to focus resources on those that are cost effective and achieve important goals.

**Action steps:**

- Identify programs initiated to address student achievement.
- Develop a list of programs and initiatives by February 2013; gather supporting data and related goals. Analyze effectiveness and costs per student.
- Discuss findings with District Leadership Team (DLT).
- Prepare a report to the Board of Education concerning future direction.

**5. Governance**

- a. Establish an appropriate scorecard for the district to assess school improvement.

**Action step:**

- Use stakeholder groups to pilot scorecard displays, gather feedback, and revise displays for live launch during the second semester of 2012-2013.
- b. Complete strategic planning with community, faculty, administration, and Board input in order to set a long term, five-year vision for the District and annual sub-goals designed to execute the plan's overall vision.

**Action step:**

- Administrators will assist consultant with communicating the intent and scope of strategic planning; organizing planning groups and a meeting schedule; conducting outreach to invite input from a diverse array of stakeholders; coordinating a survey for school and community stakeholders; providing space for meetings and keeping minutes of meetings as appropriate; supporting task forces in creating action plans; and presenting a plan for Board approval before the end of the school year.

Mr. Finnegan noted that fifty percent of the goals and action steps addressed student monitoring and fifty percent addressed what the adults were doing in the building, utilizing Pacific Education Group, etc. Mr. Phelan acknowledged that the action steps as drafted were a different interpretation of the goal than his understanding when he read it analytically. Using the example of 1 a. The action step of including but not limiting students from not attempting higher-level courses was non-secular. Perhaps the lack of school wide knowledge on race on achievement might have been a better way to address the issue. What is the systemic inhibitor that No. 2 addresses? The response was that the systemic inhibitor was about race—the attitudes, beliefs, and how it can give an uneven experience to students of color. It could have been stated as "eliminate the inhibitor of attitudes of race by doing..." Mr. Phelan had also thought about the inability of some students and/or parents to navigate the system, or other things that were more directly student and parent involved, rather than faculty involved.

Dr. Lee felt that a system inhibitor had been having lower expectation for black students at one time in the school's history. While the work product may be different, students in basic level courses were expected to spend 30 minutes a week doing

homework while the students in the honors courses were expected to spend 5 to 6 hours per week doing homework. The expectation of effort was far less for students in basic level courses than it was for those students in honors courses. Mr. Phelan would have preferred an action statement that addressed such a situation.

Dr. Isoye appreciated the perceptions of the Board of Education. Just as the Board of Education had written the goals differently, the administration changed how the action plans were written, and it has learned from this discussion.

**Presentation of  
Tentative Budget  
For 2012-13**

The Board of Education had reviewed the Tentative Budget at its August 14, 2012 Finance Committee meeting. This presentation was another opportunity for the Board of Education and the community to review this document. Ms. Witham called the Board of Education's attention to the executive summary.

The Board of Education will vote to approve a resolution to place the tentative budget on display under the Action portion of the agenda.

When questioned if the District could stave off a referendum until 2023 considering all of the funds it had available, Ms. Witham explained that one has to be mindful that looking at the total funds in aggregate was inaccurate. The monies cannot be used for just any purpose. The Education Fund has good reserves into the timeframe projected. The state intends to pass on TRS expenses and there are other unknowns, which could affect the fund balances. She continued that there were three proposals with regard to passing on TRS to the school districts and that it could happen after the elections.

**Hearing on Budget**

At 11:05 p.m., Ms. McCormack called the Public Hearing to order on Thursday, September 27, 2012 on the Oak Park River Forest High School 2012 – 13 Budget. The Board of Education approved the display of this budget for 30 days at its August 23, 2012 meeting, per The State Code of Illinois. Public Notice of this Hearing appeared in the Thursday, August 23, 2012 publication of the Oak Leaves and the August 22, 2012 publication of the Wednesday Journal. Receiving no written or oral comments, at 11:06 p.m., Ms. McCormack closed the hearing.

**Administrative and  
Teacher Salary  
Compensation Report**

Ms. Smith presented the Board of Education with the document required by Public Act 096-0434 for all administrators and teachers. The report included first and last names, position, base salary, FTE, annual allotment of Vacation and Sick Days, Bonuses (one-time payout), annuities (403b match), retirement enhancements (6% for those in the retirement cycle) and other benefits (TRS/IMRF and health and dental contributions). No discussion ensued.

**Consent Items**

Dr. Lee moved to approve the consent item as follows:

- Check Disbursements and Financial Resolutions dated Thursday, September 27, 2012
- the Monthly Treasurer's Report for June
- Gifts
- Approval of Legat Contract
- Approval of Pekron Contract
- Independent Workers' Contract
- Approval of Thrive Contract

- Adoption of Health Care FSA Regulatory Amendment
- Approve of Contract with Boom Entertainment
- Approval of Resolution of 2013 Semifinalists in the National Merit Scholarship and the National Achievement Scholarship Competition

seconded by Ms. Fisher. A roll call vote resulted in all ayes. Motion carried.

**Budget FY  
2012-13**

Mr. Finnegan moved to approve the FY 2013 Final Budget, as presented; seconded by Ms. Fisher.

Ms. Patchak-Layman’s concern about the budget stemmed from the Levy amount. The District must recognize that when the rest of the world is changing, the school too has to make accommodations. She believed that having more than 18 months of fund balance was excessive at this time. The community needs to know that this governmental unit understands what is happening with the rest of the world. She agreed with members of the community that referendums that are more frequent were necessary. The community understands a fund balance and a savings account. The community that is here now needs to determine the high school’s funds. The District would be able to make some changes, such as abating taxes without having to changing the rate, to this budget to allow for recognition of what is happening in the community and the present tax rates. Dr. Millard, as an elected official, was a steward of the District for the best interests for as long as she served. She believed that the best interest of the taxpayers was to maintain the integrity and the excellence of this institution and that she would support this budget. It is in the best interest of the students and the community. Ms. McCormack concurred with Dr. Millard and urged the communication director to help educate the community on the very complex issue of school funding system in Illinois. While the fund balance is a result of being excellent fiduciaries, Ms. McCormack understood Ms. Patchak-Layman’s concern, as it is difficult for the public to understand. It is the District’s responsibility to educate the public on the importance of the integrity of this institution to continue to maintain financial stability. Ms. Fisher stated that if the District reduced the Levy and the State of Illinois shifted the burden of TRS to school districts, the District would be put in an impossible position.

A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

**Personnel  
Recommendations**

Ms. McCormack moved to approve the personnel recommendations (New Hires, Resignations, and Leaves of Absence); seconded by Ms. Fisher. A roll call vote resulted in all ayes. Motion carried.

**Recognition of  
Schools 2012-13**

Mr. Finnegan moved to approve the application for Recognition of Schools for the 2012-13 school year, as presented; seconded by Dr. Millard. A voice vote resulted in motion carried.

**Certification of  
June Graduates**

Mr. Finnegan moved to certify the OPRFHS 2012 summer graduates, as presented; (attached to and made a part of the minutes); seconded by Dr. Lee. A voice vote resulted in all ayes. Motion carried.

**Open & Closed**

Mr. Finnegan moved to approve the open and closed minutes of August 23



**Minutes**

and 29, and September 18, 2012; seconded by Ms. Fisher. A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

**Board of Education  
Member Comments  
Continued**

Discussion ensued about the purpose of the section on the agenda titled “Board of Education Comments. Ms. Fisher reflected on the original purpose stating that it was placed there by the past Board of Education President, Barry Greenwald, as to way to decrease the amount of time spent on liaison reports. She felt it had morphed into a platform for individual positions by Board of Education members. She felt a review of *The School Code of Illinois* or the IASB with regard to school governance would reveal that individual board members cannot take any action. School boards have to work as an entity by considering the issues and coming to a consensus. Board of Education members are permitted to add topics to the agenda so that they have the full attention of the Board of Education members. Board of Education members will also have had the opportunity to consider the issues in advance of a meeting, as opposed to a comment being made at the meeting. Individual comments have consequences. An example of that was the comment made by Ms. Patchak-Layman that OPRFHS had space to host D97’s administration. While it is an interesting concept, it should come to the Board of Education through a Finance agenda. Ms. Fisher stated that OPRFHS's student enrollment is increasing, and even less space will be available. That is not an acceptable consequence. Another example was Ms. Patchak-Layman’s desire to have a statement on equity and excellence. The Board of Education agreed to have this on a policy agenda, but Ms. Patchak-Layman has asked the Board of Education members at this meeting to take individual action rather than discussing this in the Committee. This is seeking an individual response, which is not the way a board governs. In Ms. Fisher’s view, this Board of Education member comment section has become a platform for individual positions. This encourages a wrong approach to board governance.

Dr. Lee felt that stopping any of the Board of Education members from making statements was wrong. Was the proposal to eliminate the opportunity for Board of Education members to say what they think. He asked if she proposed the Board of Education remove from procedures individuals making personal statements. He felt this would be a significant muzzle. Board of Education members have a right to make statements, even if the statements were wrong.

The resolution would be to be the issue on an agenda. Mr. Phelan and Ms. McCormack concurred with Ms. Fisher, and Ms. McCormack wanted to vote on it. Dr. Millard added that no request by Board of Education members to add topics to the agenda had been refused. She supported eliminating this section. Dr. Lee asked if he could speak as a member of the community for three minutes.

Ms. Patchak-Layman noted that people responding individually when it has involved drug and alcohol. That is under the general definition of board comment.

Mr. Finnegan appreciated the dialogue on this issue and that he and Dr. Isoye would have further discussions about it. The Board of Education has struggled with governance.

**Adjournment**

At 11:35 p.m. on Thursday, September 27, 2012, Dr. Lee moved to adjourn this meeting; seconded by Ms. McCormack. A voice vote resulted in motion carried.

Amy McCormack  
Secretary

By Gail Kalmerton  
Clerk of the Board