

March 20, 2014

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, March 20, 2014, in the Board Room of the OPRFHS.

Call to Order

President Phelan called the meeting to order at 6:40 p.m. A roll call indicated the following Board of Education members were present: Thomas F. Cofsky, Dr. Steven Gevinson, Dr. Ralph H. Lee, Dr. Jackie Moore, Sharon Patchak Layman, John Phelan, and Jeff Weissglass. Also present were Dr. Steven T. Isoye, Superintendent; Dr. Frank Bogner, Interim Director of Human Resources; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:41 p.m. on Thursday, March 20, 2014, Mr. Phelan moved to enter closed session for the purpose of discussing 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); 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 7:30 p.m., the Board of Education resumed open session and moved to the Second Floor Library.

Joining the meeting were Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum & Instruction; Nathaniel L. Rouse, Principal; Dr. Tina Halliman, Assistant Superintendent for Student Services; Karin Sullivan, Director of Communications and Community Relations; Sheila Hardin, Faculty Senate Executive Committee Chair; and Joey Cofsky, Student Council Liaison Representative.

Visitors

John Stelzer, OPRFHS Athletic Director; Jonathan Silver and Alisha Walton, Student Intervention Directors; Mary Haley of the League of Women Voters; Wrestling Coaches Fred Arkin, Paul Collins, and Peter Lovaas; Susan Antonio Robles, Carpri Bey, Karen Cofsky, Duane Hughes, Nikta Hulbert, Betty Johnson, Sally Lemke, Mina Madrigal, Marcia Neira, Peter Osgunsanya, Alysa and Jason Renteria, Xenia Robles, G. M. Robles-Schrader, Veronica Rundell, Karriem Bey, Deanna and Roberto Campos, Nikith and Lorri Early, Parent, Jaime Hernandez, Adalene Lee, Jason Renteria, parents and community members; Savonne Bennette, Ben Bergen, Kamal Bey, Andrew Borgdorff, Zach Brinner, Malik Brumant, Robert Campos, Larry Early, Jamie Hernandez, Andre Lee, Student, Adam Lemke-Bell, Emonte Logan, Alex Madrigal, Peter Ogunsanya, Jay Renteria, Joe Robles, Matt Rundell, Bryce Scott, Allen Stallings, Richard Townsell, Walter White, IHSA Dual Team State Wrestling Champions; and Terry Dean of the Wednesday Journal.

Recognition of Students

The following students were recognized for being the IHSA Dual Team State Wrestling Champions.

Savonne Bennette
 Ben Bergen
 Kamal Bey
 Andrew Borgdorff
 Zach Brinner
 Malik Brumant
 Robert Campos
 Larry Early
 Jamie Hernandez
 Andre Lee
 Adam Lemke-Bell
 Emonte Logan

Alex Madrigal
 Davonte Mahomes
 Max Metzgar
 Peter Ogunsanya
 Jay Renteria
 Joe Robles
 Matt Rundell
 Bryce Scott
 Allen Stallings
 Richard Townsell
 Walter White

Recognition was also given to Head Coach Mike Powell, and Assistant Coaches Paul Collins, Jeremy Powell, Octavius Bellamy, Jim Messer, Ryan VenHorst, Weldon Rogers, Peter Kowalczyk, Fred Arkin, Donal Collins, Peter Lovaas, Luke Zavala, Nick Nelson

The following students also placed in the Individual State Wrestling Tournament

Kamal Bey – 1st	Andre Lee – 3rd
Larry Early – 1st	Matt Rundell – 3rd
Davonte Mahomes – 1st	Richard Townsell – 4th
Walter White – 1st	Emonte Logan – 5th
Jay Renteria – 2nd	Alex Madrigal – 5th

Principal Rouse, Mr. Stelzer, Mr. Collins and Mr. Phelan spoke to the effort, dedication and character of these students and their stellar wrestling accomplishments. These wrestlers not only exceed at OPRFHS but they traveled to Washington, Missouri to help families recover after the E-4 tornado had occurred.

At 7:58 p.m., the meeting recessed and resumed its meeting in the Board Room.

Status of FOIA Reports

Ms. Kalmerton reported that three FOIA requests had been received and three were resolved.

Student Council

Mr. Cofsky shared the following information with the Board of Education members:

- A yet untallied amount of money was raised at an event held at JB Winberries and an event at Pot Belly raised \$420. All of the funds will go to a special-needs home.
- Ms. Piekarski, Director of Food Service, will participate in a student forum on food services.
- Positive feedback has been received about the additional math tutors in the Tutoring Center.

Faculty Senate

No report.

Superintendent Report

Dr. Isoye reported the following.

- The Wrestling Team defeated Marist High School 31-22 to win the IHSA State Wrestling title.

- Grace Niewijk took first place overall in the regional Junior Science and Humanities Symposia (JSHS) Program, one of the toughest juried science competitions that exists for students. Her original research project is entitled “Creation of a Novel Absorbent Antimicrobial Bandage from Slime of the Pacific Hagfish for Use on Burns and Wounds.” Later this month, she will represent the region on an all-expenses paid trip to present at nationals in Washington D.C. for four days.
- Three AP Biology students advanced to semifinals after taking the USA Biology Olympiad exam (USABO) a few weeks ago—the greatest number of students OPRF has had advance in one year. Out 7,766 students who took this exam across the nation, 624 achieved the requisite score of 28.5 out of 50 to become a finalist. The highest score in the nation was a 43. Erin Angelini, Nora Watkins, and Colin Ford will take the USABO semifinal exam next month. The top 20 at this next round go on to nationals. This exam is extremely hard and covers the entire spectrum of biology.
- The OPRF Math Team took first place at the North Suburban Math League (NSML) conference. In addition, senior Jonah Philion won the John Benson Award, an award given to the student in each division who best exemplifies NSML co-founder John Benson's love of mathematics and his passion to share his enthusiasm and knowledge with others.
- Three out of the 250 OPRF students who participated in the American Mathematics Competition, the longest running, most prestigious U.S. math contest for students, have qualified for the American Invitational Mathematics Examination (AIME). This is the second test on the path to take the United States of America Mathematical Olympiad. Congratulations to: Phillip Harris, Jackson Kishbaugh-Maish, and Jonah Philion. The following four younger students, who took the AMC 10, scored high enough to reach distinction: Noah Banholzer, Tyan Borgdorff, Arjun Rawal, and Ethan Mertz.
- Ryan Blankemeier, Mark Hallman, Conrad Manaugh, Sam Pochyly, and Phillip Szewc recently spent 14 hours of their Sunday at OPRF competing in the Moody’s Mega Math Challenge, for scholarships awarded by The Moody’s Foundation. The annual contest poses a timely, real-world issue for participants to solve using applied mathematics, with a 14-hour time limit.
- Last weekend the Scholastic Bowl team won its sectional tournament and moves onto the state tournament in Peoria on March 21, 2014.
- Speech and Debate teams Louis Kissinger and Marty Pimentel and Jack Grondowalski and Mara Kupelian won first and second place in Policy Debate at the District meet and qualified to attend the National Forensic League National Tournament in June. John Stankovich also qualified for nationals in Domestic (US) Extemporaneous Speaking. Matthew Testore and Conor Johnson, and Emma Demsey and William Skudlarek placed third and fourth in Policy Debate. Coach Patt Cheney has been notified that she will receive a coaching award at nationals: the Third Diamond Award for more than 20 years of service and more than 6,000 points accumulated from team coaching.
- Students Erin Yen and Nia Towe were selected to choreograph and perform in the Dance for Life Benefit Concert, which raises money for the AIDS Foundation of Chicago. And Kirsten Cabacungan was selected to perform the dance she choreographed for the Fall Showcase at the Illinois Dance Festival this spring.
- Our Special Olympics Varsity and JV Basketball teams each won the bronze medal at the state tournament in Bloomington. Congratulations to Rebecca McIntyre,

Larry Harmon, Kobe Crawford, and Tahj Holland for winning the Ron Knisley Spirit of the Games Award, given to students who demonstrate good sportsmanship, leadership, and the true spirit of the Special Olympics Games.

- The Freshman Boys Basketball A and B squads won the West Suburban Silver Conference championship. Erick Locke, Jason Gant, Ryland Watts, Ryston Watts won Academic All-Conference; and All Conference were Erick Locke, Simmie Cobbs, and Jason Gant.
- Senior Mark Hallman earned All-State honors by finishing 4th in the 100-yard freestyle and 6th in the 50-yard freestyle at Saturday's IHSA State Swim Meet. Also, congratulations to the 200-yard freestyle relay team for finishing in 8th place.

The following items were removed from the consent agenda:

- Release of Probationary Teachers
- Approval of Policies for Amendment/Deletion
- Minutes

Consent Items

Mr. Phelan moved to approve the following consent items:

- Check Disbursements and Financial Resolutions dated March 20, 2014
- Monthly Treasurer's Report
- Monthly Financial Reports
- Acceptance of Audit Engagement Letter to Commence 2014 Audit
- Personnel Recommendations, including New Hires Resignations, Retirements, Leave of Absence and Plans for Personnel Currently on Leave
- Release of Probationary Teachers
- Renewal of IHSA Membership
- Approval of Space Sharing Agreement with River Forest Community Center
- Approval of Data Warehousing Tool Contract
- Policies for Amendment/Deletion
 1. Policy 4:100, Insurance Management
 2. Policy 5:100, Staff Development Program
 3. Policy 5:120, Ethics and Conduct
 4. Policy 6:310, Credit for Alternative Courses and Programs, and Course Substitutions
 5. Policy 6:60, Curriculum Content
 6. Policy 7:180, Bullying, Intimidation, Harassment, Hazing, and Teen Dating Violence Prohibited
 7. Policy 7:190, Student Discipline
 8. Policy 7:20, Harassment of Students Prohibited (deletion)

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

Mr. Phelan commended Michael Powell who was resigning as head coach of the wrestling team but noted that he would continue to work with the wrestling program.

Release of

Mr. Phelan moved to approve the Release of Probationary Teachers, as presented; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Probationary teachers affected by this resolution fall into one of two categories. Those categories are (a) completion of the current year contractual obligation or (b) non-renewal. Probationary teachers may be recalled to service once staffing needs are

determined. The attached resolution and formal notice for probationary teachers satisfies the Section 5/24-11 of the Illinois School Code requirement that notice be provided forty-five (45) days before the end of the school year and the Collective Bargaining Agreement with Faculty Senate that requires notice by April 1.

Approval of Policies Mr. Phelan moved to approve the following policies for amendment/deletion: Policy 4:100, Insurance Management; Policy 5:100, Staff Development Program; Policy 5:120, Ethics and Conduct; Policy 6:310, Credit for Alternative Courses and Programs, and Course Substitutions; Policy 6:60, Curriculum Content; Policy 7:180, Bullying, Intimidation, Harassment, Hazing, and Teen Dating Violence Prohibited; and Policy 7:190, Student Discipline; and Policy 7:20, Harassment of Students Prohibited; seconded by Dr. Lee. Discussion ensued.

Dr. Isoye noted that the Board of Education might see additional changes to Policy 7:180 going forward due to just recent PRESS updates and thus minor tweaking to the policy. The District's attorney advised that all categories should be in one place in order to make it easier for people to find them. Thus, harassment was in both Policy 7:180 and Policy 7:20; now it is in just one location.

Minutes Mr. Phelan moved to approve the open and closed session minutes of Open and Closed Session Minutes of January 23, February 10, 27 (Regular and Special) and March 11, 2014, and a declaration that the closed session audiotapes of August 2012 be Destroyed; seconded by Dr. Moore. A voice vote resulted in motion carried. Ms. Patchak-Layman objected to the destruction of the audiotapes.

Telecommunications Contract Mr. Weissglass moved to approve the telecommunication contracts with AT&T and Cogent, as presented; seconded by Mr. Cofsky. A roll call vote resulted six ayes and one abstention. Mr. Phelan abstained. Motion carried.

An RFP was issued in accordance with E-Rate guidelines to renew expiring contracts for telecom technology and to increase bandwidth in to accommodate current and future need. The contracts are for local and long-distant phone and internet access. Both companies require E-Rate riders, which requires the school to do certain things in order to receive approximately a 40% reduction, based on the number of Free and Reduced Lunch students at the school.

Ratification of Location Agreement Mr. Phelan moved to ratify the Location Agreement between Hard Earned LLC/Kartemquinn and the Board of Education, as presented; seconded by Dr. Gevinson. A roll call vote resulted in all ayes. Motion carried.

This agreement allowed the filming company, Hard Earned LLC/Kartemquinn Films to film a debriefing of the Snowball event on Tuesday, March 18, 2014. Dr. Isoye had polled the Board and received a consensus of the majority of the Board of Education members for him to sign the agreement with Board of Education ratification at this meeting.

MSAN Conference Fees Mr. Phelan moved to approve the reimbursement of fees for Dr. Steve Gevinson and Ms. Patchak-Layman in connection with their attendance at the MSAN Conference to be held in Madison, Wisconsin April 14 and 15, 2014; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Memorandum of Understanding Article 27

At the February meeting, the Board of Education approved a Memorandum of Understanding in conjunction with Article 27 of the CBA with Faculty Senate which extended the deadline to April 1 by which teachers may submit their retirement letters and rescind them, depending the challenges to pension reform, so long as it is cost neutral to the District and retroactive. This will come to the Board of Education for approval in April.

Certified Staff Seniority List

The School Code of Illinois requires the District to annually post a list of its certified faculty by earned seniority. This information is of importance in the event the Board of Education determines that a reduction of certified faculty is in the best interest of the District. In such an event, identified individuals would receive notice as specified by *The School Code of Illinois*. Two seniority lists were provided—one on a District-wide basis and one by Division/Department or Program. Both include service for the 2013-14 school year.

The decimal point in the data is used as tiebreaker if two people had the same number of years of service. It is a way to accumulate seniority points.

First Semester Discipline Report

The Instruction Committee received the First Semester Discipline Report at its March 11 meeting. The Student Intervention Directors utilize data in this report to determine recommendations that need to be explored by the Parent Teacher Advisory Committee (PTAC) to promote a more positive and safe learning environment. This report is a comparison of first semester discipline data from the 2013-14 school year to the second semester discipline data from the 2012-13 school year. The Board of Education received this report.

The committee generated several questions regarding the report including:

- What are the best ways to meet students' behavior needs regarding discipline?
- What method of reporting best explains discipline patterns?
- What method of reporting best assesses the effectiveness of consequences and interventions?
- Should we be considering other models of discipline?
- Is there a way to provide more context for what constitutes discipline?
- Does subjectivity play a role in the reporting of incidents or the assignment of consequences?
- How do we incorporate more students' voices into the discussion?

Mr. Silver and Ms. Walton highlighted the following points: This current report has an additional category this year and some of the numbers may be skewed from the previous semester's data.

- Page 2, failure to serve detentions, the majority reflects 1,209 out of 1,678 are infractions based on failure-to-serve detentions based on Plastco. Sixty-one percent of that number are related to African-American students and 40% of the 61 are African-American male students. Looking to resolve that issue.
- Page 4, the suspension reduction program has changed from last year. Typically given for ISS and OSS but based on OSS, out of 673 total

days, 341.5 were saved because students agreed to counseling or community service. This will be monitored. If a student commits another such offense, they would not be eligible.

- Out of 42 referred, 32 complied with their counseling. Ten students did not. The demographics were 8 African-American, 1 Latino, and 1 white.
- Janel Bishop chairs PTAC and its composition includes 24 to 30 teachers, parents, students, Board of Education members, and the Student Intervention Directors. Subcommittees were charted to talk about key subjects. SRP – student reduction plan, PlascoTrac, Attendance (first period tardies), Community Service (should this be a requirement of graduation); Supervisory for Freshman Students; and Restorative Justice Committee.

Mr. Weissglass, one BOE member of PTAC, noted that the committee has had robust conversations and it suggested that subgroups go beyond discipline, supervisory, and community service, as it would be more preventive and in the whole-child context. He believed this overlapped with the Strategic Plan. What the group brings forward will have to dovetail with the Strategic Plan Implementation Committees.

Ms. Patchak-Layman observed that the same cohort of students as last year had increased consequences, except for the junior year, i.e., 50% more between 9th and 10th graders, 33% more between 10th and 11th graders and 33% more between 11th and 12th graders. She questioned why there would not have been a stabilization as the consequences were meant to be a deterrent and the student knew the rules. She asked if that would be explored and/or addressed by PTAC. The response was that the summary contained the number of total days versus infractions. In addition, more infractions have a 10-day OSS consequence. Early interventions occur, but when issues come to the SIDs' attention, they use their judgment. PTAC can talk about the administrator's ability to make judgments based on what parents should be doing and a clearly stated Code of Conduct. The consequences are always appropriate until parent or student experiences it. No change occurred in Code of Conduct first semester. The SIDS look to the Code of Conduct as a guide, prior experiences, and alternatives.

Mr. Phelan stated that the Board of Education approved discretion. When it is a private issue, in class and the teacher, SID's use their own judgment. When it is a public situation, they have to be consistent.

Ms. Patchak-Layman noted that even with the suspension reduction program of reducing ISS or OSS from 10 days to 5 days, 100 or more students first semester had OSS and, thus, loss of instructional time and education. Mr. Rouse noted that the discussion in PTAC would continue about ISS and OSS versus the loss of classroom instruction time.

Mr. Phelan stated that the Code of Conduct is not static and as changes are recommended, he asked that articulated thought be given to what would

change the behavior, i.e., different categories, PlascoTrac violations, other violations, etc.

Discussion ensued regarding the effectiveness of PlascoTrac, software that is designed to reduce tardiness. One member felt a cost-benefit analysis should be conducted, as it was responsible for 70% of the infractions. Mr. Weissglass stated that PTAC is looking at it and while it is easy to look at the numbers and say that it is a problem, many people feel it has been successful in changing the culture at the end of periods.

Mr. Silver noted that while SIDs do not want to suspend students, some offenses affect the safety of the student body and they cannot be ignored. Most of the SIDs' time is spent mediating and mentoring.

Mr. Phelan noted that the Board of Education sees disparate numbers in terms of race and discipline, yet it does not get much feedback as to why that is and what can be done to fix it. Solutions can be found if the questions are asked. Mr. Rouse, as a black male and principal, struggles with that too. He believes it is important for students to have positive a meaningful relationship with someone they trust. The school is aggressively finding ways to have those relationships, i.e., extracurricular, advisories, etc. Discovering that social/emotional learning is critical. The question is the amount of time available and how to insert it into curriculum and instruction on a day-to-day basis. Mr. Phelan was grateful for the people instituting the wrestling program, Spoken Word, etc. Mr. Weissglass did not expect recommendations on racial disparity to come from PTAC. While race is embedded in all of the conversations, this Committee is only scheduled to meet two more times and then bring recommendation. The work done on the Strategic Plan that takes the racial disparity issue into account is the heart of what must be done as a school community to address. Mr. Rouse stated that the school is intentionally embedding it in professional development (PD), i.e., extra learning strands, establishing relationships, thinking about critical race theory and lending themselves. Dr. Moore felt students' voices were missing from the conversation about their perspective and experiences. As an example, she participated in OPRFHS's Black Professional Day and students talked about their frustrations with classroom management and the Student Center. At one time students were not allowed to be in the Student Center unless they were dropping something off at the Welcome Desk, etc. She felt that advocating for themselves should be part of the student's learning. With regard to the disparity in discipline, she felt it was two-sided. Sensitivity should come from the faculty, the administrators, and the security guards and students have to learn to recognize each other's humanity. Everyone has sense of spirit and personality. Teachers like PlascoTrac because the hallways are clear and that has to do with the presence in the hallways. Is that being documented? In addition, the act of defiance is different for each teacher. She did not understand the term "passive/aggressive" as some things are subjective. Mr. Phelan stated that authority has to be rationale and consistent and if it loses legitimacy, one ends up with volume. PlascoTrac detentions may be as high as it may not be understood.

Dr. Gevinson noted that if the main charge of PTAC were to look at the Code of Conduct, perhaps a recommendation would be to create an ongoing, long-term task force. Mr. Weissglass is part of the subcommittee on community service and he believed it would continue. Ms. Patchak-Layman noted that the conversation in PTAC had changed dramatically this year from last year. It was looking at the Code of Conduct, hearing from SIDs about what is happening, and the concerns expressed during the year, etc. Part of that discussion was about what conduct should be, a more positive look at conduct, rather than punitive, and gradations of offenses. Mr. Weissglass noted that this was an evolving process. The national context is that these issues are not unique to OPRFHS and the Federal Department of Education. He sensed an emerging humanization through Spoken Word, Snowball, Avi Lessing's work to bring forward stories and conversations, etc. A conversation at the committee is about peace circles and some are occurring at the school. It is an important for the school to embrace storytelling, as it is helping to connect students to students and students to adults.

Mr. Phelan was appreciative of the SIDs' participation at this meeting.

Project Lead the Way Agreement Update

The District will renew the annual Project Lead the Way (PLTW) agreement. This program promotes increased student interest in engineering, science, and technology courses and careers, and supports that interest with effective curriculum and coursework. The Instruction Committee was presented with the following information: course enrollment data, grade distribution, and end-of-course assessments over the 3 years since the inception of the program at OPRFHS, information regarding facilities and equipment considerations and costs associated with the program, program development recommendations and discussed ways to build community partnerships in the villages, noting specific organizations and individuals for outreach. The Instruction Committee recommended that this report be moved to the full Board of Education as an informational item. Discussion ensued.

While students in this program had been exploring technology courses, CAD courses, nothing as extensive or scaffolding as this course exists. Students make more of a commitment to these courses. OPRFHS has added two modules since the implementation of this program. Both associate districts' students have been involved and OPRFHS anticipates an increased number. The Instruction Committee talked about bringing in outside resources, i.e., female resources. Racial demographics will be provided to the Board of Education. While some high schools have made this an honors program, OPRFHS did not. Students have the ability to take this program and still get their three honors courses.

At the Instruction Committee meeting, it was noted that the demographics of the students taking PLTW mirrored OPRFHS's student ethnicity. There is a grade wise gap.

Mr. Cofsky's two sons participated in this program. Their feedback was that it is a place where there is a more diversity and that was communicated positively. He felt it needed enhanced marketing, as he did not know this program existed until his third child attended. Mr. Weissglass noted that it did not have robotics.

Tutoring Activities

The Instruction Committee received a report on tutoring services provided at the high school. These services are important to student support and an intervention mechanism that is intended to provide practice, remediation, and enrichment to a number of students in various situations. Tutoring occurs both on- or off-campus, depending on the situation and the needs of the students. Off-campus tutoring is used in situations involving discipline, medical issues, or placement at a private facility. Information regarding the number of students involved over the last year, student growth, cost of the program, and the WGPA for these students was provided. Another type of tutoring is Supplemental Educational Services (SES) pursuant to requirements of NCLB when the school does not make AYP. Administration presented data regarding: 1) eligible students who accessed SES, including their ethnicity and WGPA; 2) students who availed themselves of on-campus tutoring in the Tutoring Center and 3) on-campus tutoring data.

The Instruction Committee members supported moving this report to the full Board of Education. Discussion included how to improve the information systems that are used to monitor student use of the tutoring services and any impact that might have on student achievement patterns.

Discussion ensued. The District does not keep records on private tutoring but is hoping that the data warehousing tool can help track information on students more easily, i.e., the concept of creating a cohort of students. The tool may help in analyzing data to determine how students are doing as a result of in-house tutoring, i.e., lunchtime and the tutoring center. Ms. Patchak-Layman noted that some students need more time, help, and conversation.

The District is making an effort to tutor students beyond the time they are off campus so that they do not fall behind in their GPA and earned credits.

The off-campus tutoring costs \$60,000 and the government funds between \$35,000 and \$45,000. The cost of on-campus tutoring at this time was unknown. It is part of supervisory model. The tutoring center is open before, during, and after school and includes parent volunteers. Participation is good. Should it be expanded? How does one measure what it is worth, what does it cost, and how can more students be incentivized to participate. Dr. Gevinson suggested researching tutoring and resource centers that are known to be of the gold standard. He noted that OPRFHS does not have a writing center, peer tutoring, etc.

It was noted that there is an extensive hands-on experience to get students and parents to participate in off-campus tutoring. The District is reaching out to get the parents and students to agree. This is unique to this District. This tutoring is amazing support and it is growing because of the adults handling it. The cost will change, not just in the cost of tutors or the FTE, but the cost of initial and follow up phone calls, collation of materials, movement of information back and forth, etc.

District Reports

Mr. Phelan noted that Citizens' Council, PTO's, APPLAUSE!, and APPLE had reports embedded in the agenda.

Closed Session

The Board of Education resumed its closed session at 9:05 p.m.

The Board of Education resumed its open session at 11:48 p.m.

Adjournment

At 11:49 p.m. on Thursday, March 20, 2014, Mr. Phelan moved to adjourn this meeting; seconded by Dr. Moore. A voice vote resulted in motion carried.

John Phelan
President

Dr. Jackie Moore
Secretary

Submitted by Gail Kalmerton
Clerk of the Board