

October 24 2013

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

**Call to Order**

President Phelan called the meeting to order at 7:30 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; Tod Altenburg, Chief Financial Officer; Nathaniel L. Rouse, Principal; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Karin Sullivan, Director of Communications and Community Relations; Joey Cofsky, Student Council Liaison Representative; Sheila Hardin, Faculty Senate Executive Committee Chair; and Gail Kalmerton, Executive Assistant/Clerk of the Board and FOIA Officer.

**Visitors**

Mary Haley of the League of Women Voters, Rebecca Bibbs of the *Oak Leaves*; Terry Dean of the *Wednesday Journal* and Kyle Kent, community member.

**Visitor Comments**

Kyle Kent, resident of 930 Home Avenue, Oak Park, and student, read a letter to the Board of Education about school climate. He was disappointed in the administration's tenor. He felt the school was being divided between upper and lower classmen, i.e., lunchrooms, colors of lanyards, ID's, gender and race, etc. something they cannot control. The Student Handbook provides information on where students can file discrimination claims. He spoke about the cafeteria, which was not built to hold 3200 students, even over three lunch periods. Students are supposed to be able to go to the Student Center, but it is not yet open. Students may go to tutoring, etc., but they must first stand in long lines to get passes. The new doors have blocked off one of two stairways and are causing more foot traffic during passing periods. He questioned whether the Board of Education was achieving its goal of helping students achieve their best.

**FOIA**

Ms. Kalmerton reported that two FOIAs had been received and two were resolved.

**Student Council**

Joey Cofsky reported that Homecoming was a great success as 1,808 (\$27,120) tickets were sold, compared to about 1,900 sold last year. Even though this is a decrease in sales, feedback has been positive about the music, dress, and the fact that it was a single-friendly dance.

Student Council will host the Tradition of Excellence Assembly on Friday, November 1, 2013. The three awardees are Chuck Hoag, Major Javin Peterson, and Kevin Biggins. The students feel this group is diversely successful and each of them will have an interesting presentation.

Student Council also plans to join with Dudes Makin' a Difference for a toy drive to support Sarah's Inn in early November. Student Counsel is seeking volunteering opportunities around the community at places such as the Food Pantry and the Animal Shelter.

Mr. Cofsky and Ms. Gabrielle Testerman, who is in charge of the tutoring center, spoke about the most indicated need for tutoring help, which was for higher-level math, i.e., calculus, etc. He submitted a spreadsheet that compared last September to this September showing that math was clearly the number one subject tutored, followed by science. The numbers are lower than the actual number of students receiving tutoring because this semester teachers followed their contract, which says they do not have to fill out paperwork during their supervisory periods. Next time, the data will be collected from students rather than from teachers.

He continued that discussions have occurred about using empty space on the north side of the second floor library to alleviate some of the issues in the tutoring center. Two recent experiences called this to his attention. 1) Ms. Testerman added survey questions to the tutoring center sign in sheet about whether they came to be tutored. The number of students who did not come for tutoring was more than those who wanted tutoring. During periods 4, 5, and 6, students go to the tutoring center to avoid the noisy lunchrooms. On Tuesday, he went to the tutoring center after eating to get extra math help. By the time he ate and got a pass, the tutoring center was filled. The students do not go to the tutoring center to be tutored deprive those of who do want tutoring of the opportunity to be tutored. Many students do not want to go to the library because it is a strictly quiet zone and they would rather work on their homework with friends. Opening up a group study room in the vacant library area would be a solution. He will continue to observe data.

Postings to the Facebook page indicated that math tutoring was the most desired and many students expressed concern about the need for higher-level math tutoring, yet the resources were unavailable.

Mr. Phelan thanked Mr. Cofsky for gathering the data as it merited the both the administration's and the Board of Education's consideration. Mr. Rouse added that as the weather goes from warmer to cooler, more students stay within the building during lunch. He is working with the student body, Mr. Carioscio and Mr. Altenburg on the reallocation of floor space of other purposes. He continued that teachers teach for five periods and have lunch and planning periods; thus, tutoring for calculus may not be available because of time restrictions. This is a work in progress.

Ms. Hardin stated that the math department has asked that a full-time math tutor be hired for the tutoring as had in the past. The tutoring center works the same as in the past, but with different people, and more math help is needed. Mr. Phelan hoped the faculty and Senate would work to come up with solutions.

Dr. Gevinson commended its administrative work to gather it and share. Is the tutoring center working differently than it did last year? The response was that it works the same but with a different person and more math help is needed.

**Faculty Senate Report** Ms. Hardin reported that faculty had enjoyed the end of the first quarter and looked forward to the end of the year.

**Superintendent Report** Dr. Isoye reported that OPRF received the SchoolSearch 2013 Bright A+ Award for academic excellence in education, one of only 60 Illinois school districts to receive the award.

Dr. Isoye reported that OPRF students became the first in the world to engage in a private live-stream Q & A with an actor and interviewer at the world-renowned Shakespeare's Globe Theater through the connections that Mr. Bell made during his sabbatical last year;

Dr. Isoye reported that OPRF hosted and won the North Suburban Math League Math Meet with the following results: Jackson Kirshbaugh-Maish took second in the Oral Competition, Kevin Farrell, Alex Schoeny, and Sanjeev Venkateson had perfect scores for Oak Park, giving them a first place in the team competition, the Junior Team tied for first place in its team competition, Erich Luepke scored a perfect, helping the seniors take first place in their team competition.

Dr. Isoye reported that 34 OPRFHS students were selected for 2013 Illinois Music Educators Association All-District ensembles; congratulations to Jackson Kirschbaugh-Maish who took second in the oral competition; Kevin Farrell, Alex Schoeny, and Sanjeev Venkateson who had perfect scores, the Junior Team who tied for first place in team competition, and senior Erich Luepke who had a perfect score, which helped the seniors take first place in their team competition.

Dr. Isoye reported that the following speech team members earned medals in the first speech tournament of the year; Gabriela Gonzalez-Stuver, 2nd place Novice, Prose Reading, Oliver Zapater-Charrette, 2nd place Novice, Humorous Interpretation, Mark Weissglass, 4th place Novice, Humorous Interpretation, Jack Richardson, 5th place Novice, Oratorical Declamation, and Oliver Zapater-Charrette, 6th place Novice, Poetry Reading; 6) Sophomore Hattie Grimm was the winner of a logo-design contest sponsored by WGN.

Dr. Isoye reported that Stacy Lenihan was chosen to participate in the School Nutrition Association's Future Leaders program on behalf of the Illinois School Nutrition Association and this signifies her as an emerging leader who is expected to shape the future of the national association.

Dr. Isoye reported that seven Huskies have signed letters of intent and/or committed to accept athletic scholarships to pursue their sports at the college level. They were: Katherine Appell, Mercyhurst University, Water Polo, Davonte Mahomes, University of Michigan, Wrestling, Alanna Dassoff, University of Wyoming, Swimming, Sam Cottingham, Beard-Western Illinois University, Baseball, Cori Conley, Penn State University, Field Hockey, Keith Rogalla, Creighton University, Baseball, Patrick Murphy, Northern Illinois University, Golf;

Dr. Isoye reported that Girls' tennis players Tess Trinkka and Taylor Arends took second in doubles at the state tournament. The Girls Tennis team finished 10th overall; 10) Girls' Volleyball beat Glenbard South to take its first sectional championship since 1987;

Dr. Isoye reported that Girls' Cross Country concluded its season with several members competing at the state finals. Congratulations to 5th place finisher and all-stater Mary Blankemeier, who ran an impressive and personal best of 17:07 and three other girls who ran personal bests: Hannah Gorin, Jenn Smith, and Mahal Schroeder;

Dr. Isoye congratulated the Varsity Football team (9-1) on a fantastic record this year. Dr. Isoye reported that the Girls' Swimming and Diving team took second place at Sectionals and Alanna Dassoff set a new record in the 100 yd. backstroke, the first new girls' varsity record since 1996 and Hanna Blankemeier set a new freshman record in the 200 yd. freestyle.

Dr. Isoye reported that OPRFHS hosted one of two to three hearings for the Eradication of Domestic Violence task force. The task force is co-chaired by State Representative Camille Lilly who also sponsored the Bill in the House. Senator Don Harmon was the Chief Senate Sponsor. The co-chair for the task force was Chris Ptack, Prevention Program Director for Sarah's Inn. The Honorable Dorothy Brown is the administrator in charge for the work of the task force. This allows people to provide testimony about the need for this work. Several teachers, administrators, students, and parents speak, along with other people throughout the region attended this session.

The following items were removed from the consent agenda: C. Acceptance of Audit, I. Pacific Education Group Contract, K. Approval of Policies.

### **Consent Items**

Mr. Phelan moved to approve the following consent items:

- A. Check Disbursements and Financial Resolutions dated October 24, 2013
- B. Monthly Treasurer's Report
- D. Approval of EAP Contract
- E. Approval of School Maintenance Grant
- F. Approval of PRESS Contract
- G. Approval Insurance Broker Contract
- H. Approval of Medical, Dental and Life Insurance
- J. Approval of Personnel Recommendations, including New Hires, Retirement, Stipends
- L. 1. Policy 2:260, Uniform Grievance Procedure, for First Reading
- L. 2. Policy 5:10, Equal Employment Opportunity and Minority Recruitment, for First Reading
- L. 3. Policy 5:20, Workplace Harassment Prohibited, for First Reading

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

### **Audit**

Mr. Phelan moved to accept the FY 2013 Audit Report and Comprehensive Annual Financial Report as presented; seconded by Dr. Lee. Discussion ensued.

With regard to reporting on accrual, the Business office needed to adjust an entry by the amount of projects already completed. It does not affect next year's budget.

Auditors examine internal controls, i.e., payroll, disbursements, cash receipts, testing certain transactions in each area. To look at all of the internal controls for all areas would be cost prohibitive. The auditors provide a management representation letter, which stated that OPRFHS cooperated with the auditors, providing them with all of the documents they requested.

Expenditures reviewed first by the appropriate department, accounts payable, the Chief Financial Officer, and then the Board of Education are the strongest internal controls.

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

**Pacific Education  
Group Contract**

Mr. Phelan moved to approve the Contract with Pacific Education Group, as presented; seconded by Dr. Lee. Discussion ensued.

While this contract was for specific events, two Board members felt that any additional contracts with PEG should be channeled through the Strategic Plan.

Because Ms. Patchak-Layman felt strongly that all Board of Education members take Beyond Diversity Training in order to become familiar with its language, she moved that Beyond Diversity Training would be provided to those Board of Education members who have not yet taken that training. No second. Motion failed. Mr. Weissglass did not agree.

A roll call vote on the original motion resulted in all ayes. Motion carried.

**Approval of Policies**

Mr. Phelan moved to adopt Policy 2:90, Nepotism, as presented; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Mr. Phelan moved to amend Policy 2:105, Ethics and Gift Ban, as presented, seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Mr. Phelan moved to amend Policy 2:120, Board Member Development; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Mr. Phelan moved to amend Policy 4:50, Payment Procedures; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Mr. Altenburg will identify routine and non-routine bills.

Mr. Phelan moved to amend Policy 6:120, Education of Children with Disabilities; seconded by Dr. Moore. Discussion ensued.

Ms. Patchak-Layman noted that the law does not indicate that the IEP determines whether parent visitations should occur as was noted by the attorney. Dr. Isoye noted that only the edits were proposed by the IASB due to a change in the legal citation. Ms. Patchak-Layman noted that when the policy comes forward it reaffirms the whole policy and is open to conversation. The policy says students 15 to 21 years old come to the high school, yet some OPRFHS students are just 14 years old. Because Ms. Patchak-Layman felt the age of 15 was too restricted, she moved to amend the motion to include changing the "15" to "13", in paragraph 1, Line 55; seconded by Dr. Gevinson. A roll call vote resulted in six nays and one aye. Ms. Patchak-Layman voted aye. Motion failed.

This policy will move back to the Policy Committee for further vetting of the motion.

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

Mr. Phelan moved to amend Policy 7:230, Misconduct for Students with Disabilities; seconded by Dr. Moore. A roll call vote resulted in all ayes. Motion carried.

**Resolution**

Mr. Phelan moved to approve the Resolution Calling a Public Hearing Concerning the Intent of the Board of Education to Transfer \$5,025,000 from the Educational Fund to the Operations and Maintenance Fund as presented; seconded by Dr. Lee. Discussion ensued.

Mr. Altenburg stated that the Board of Education was voting to hold a public hearing on November 21 to make the transfer of \$5 million to the Operations & Maintenance Fund because the debt certificates were originally said to be for life safety and capital projects, but it would be possible for the money to come from working cash. The best course of action is to go with the accounting standards and legal advice, which is taking the money from the Operations and Maintenance Fund, as it is the most conservative way to do this. On November 22, Mr. Altenburg will notify the bond register that the debt will be paid. By not notifying the bond register by November 1, the District will lose approximately \$10,000 in interest. The purpose of paying this debt is to save approximately \$1.25 million in interest payments. This motion is agreement that the Board of Education wants to make this early payment.

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

**Minutes**

Mr. Phelan moved to approve the Open and Closed Session Minutes August 26 and October 7 and 15, 2013, and a declaration that the closed session audiotapes of March 2012 be destroyed; seconded by Dr. Moore. A voice vote resulted in motion carried.

**Student Discipline**

None

**FAC Update**

Mr. Weissglass updated the Board of Education members on Finance Advisory Committee's (FAC) work, which commenced July 2013, asking them for their additional questions. FAC Participants included eight community members, Dr. Tina Halliman, Dr. Steve Isoye, and Mr. Altenburg, Ms. Hardin, Dr. Moore, Mr. Cofsky, and Mr. Weissglass. Mr. Weissglass thanked them all for their remarkable conversations.

The goals of the FAC were as follows:

- 1) target for fund balance,
- 2) guidelines for annual levy,
- 3) guidelines for referendum timing,
- 4) advice on communication, and
- 5) advice about whether an ongoing role for FAC makes sense.

The FAC is attempting to balance the interests of education, the community, and the school. What the FAC studied included: 1) school finance basics, 2) District 200 budgets and projections, 3) enrollment projections, 4) ACT's cost containment, 5) fund balance data from other schools throughout Cook County, 6) expense information of comparable schools, 7) the Phase In History, 8) presentation from Ali ElSafar about tax rates and the history of tax rates, their impact on businesses and the citizens, 9) pensions, and 10) referendum drivers as to how tax caps work in terms of referendums prepared by Bob Spatz.

The first piece of analysis was to incorporate some of that information into the projections and look at the budget versus actual variance over the last five

years. This analysis leads to the belief that projections have been overly conservative. FAC worked to revise the projections that would illicit the “best,” “most likely,” and “worst” case scenarios. Even with a pension shift, there may be more room than originally suspected. In the last couple of weeks, FAC began looking at possible recommendations having to do with policy. While the recommendations were not known yet, Mr. Weissglass sensed that there would be a short-term recommendation concerning the debt, in general, including the \$5 million plus payoff, and the abatement of the \$8 million in debt. So instead of paying the remaining debt over the next three years, pay it with cash on hand. A second discussion concerned the levy and he expected the FAC to deliberate on a recommendation of the upcoming levy at its next meeting so that the Board of Education will have something to consider before its November 12 Finance Committee meeting. It is likely to be a recommendation that will be less than the full levy. An outstanding question is how high too high a fund balance is. A couple of the proposals will go through the projections for the next meeting. Assuming that the debt and Levy ideas are adopted and moved forward, the Board of Education will have to consider things such as the facilities renovation and the pool. Additional costs for the Strategic Plan were not discussed, but this too should be considered. Two new ideas were presented: 1) prepaying or setting aside money for increased pension obligations, and 2) taking over the debt of the garage from the Village.

A question was raised about the status of Senator Harmon’s proposal to allow schools that did not take their full permitted increase to not to lose their taxing capacity. There has been no movement on that proposal. An example was given as to what would happen if a school did not levy \$500,000 to which it was entitled to under the tax cap law and did not go for a referendum for 7 years. That school would give up \$3.5 million plus the compounding effect.

Mr. Phelan thanked Mr. Weissglass and the Board of Education members for tackling these questions for this community in such a thoughtful and deliberate way. He thanked the community members and Sheila Hardin for spending their time on the problem. To him, the question is whether the District has too much money. If so, what is the maximum amount it should have and how does the Board of Education get to that point? The goals seem to apply the lever of a levy, but there are alternative levers, i.e., abatement, early payment of debt, etc. The risk is complicating the solution to bleeding over the role of the committee and the Board of Education, but the Board of Education will accept the FAC recommendations. Last year, the Board of Education voted to take the entire levy amount. He hesitated to vote any other way, as it would have been piecemeal to do so. The Board of Education can include in the preliminary levy recommendation taking the full amount and changing that drastically when the levy vote goes forward. He cautioned the public from concluding that if the preliminary recommendation was to take the full amount that would be the final approval. It would be because the Board of Education had not yet received FAC’s whole recommendation and plan. He believed that the full plan would include how much and when the next referendum will occur, how much the refund will be and what levers will be pulled in order to get to that point. It will be a range and a good faith estimate based on the presentation and taking into accounts the future

obligations. This is a complex issue. He watched most of the procedures on the computer and noted the fascinating discussions that were had to educate the Board of Education as it makes this decision. He also complimented the district employees who were making this happen.

Mr. Weissglass noted that, in terms of the timing of a referendum, FAC would probably recommend a centerpiece of discussion as to the drivers of when a referendum occurs. That fundamentally has to do with the rate of growth of expenses over the rate of growth of revenue. FAC knows that it is not looking at specific expenses, but the guidelines are likely to include a recommendation to watch closely the change in growth rates. A recommendation may be about how to think about growth and cost management over time and its impact. FAC is trying to understand the historical differences. Large fund balances distort when referendums should have occurred. Mr. Weissglass thought the rate of growth of expenses and revenues could be stated as an assumption rather than a recommendation, and assuming those rates, assuming the levies, assuming the abatement, and paying things off, this is when it is anticipated the District would go for a referendum. Therefore, the recommendations would include levy guidelines and abatement decisions, rather than sticking to a budget, which he saw as the role of the Board of Education and, in particular the ALT's role, to focus on expenses.

Dr. Gevinson was thankful that Mr. Weissglass noted the possible costs of strategic planning, as he believed in the idea of having a full-blown advisory program. He felt it important and useful to talk about putting money into education so the District is not "stuck", rather than just saving money.

Dr. Lee made some calculations about 2 ½ to 3 years ago and concluded that both revenues and expenditures were increasing, but expenditures were increasing at a faster rate than revenues and in about five years, expenditures would outpace revenues. He believed the Board of Education had the ability to taper the rate of expenditures so that in a few years the expenditures can be brought into line with revenues in a way that would be not harmful to the District. He was unable to sell that idea at the time because he felt there was no open discussion by the Board of Education about whether it wanted to bring expenditures in line with revenues. He wanted to have that discussion. Mr. Phelan suggested that this debate could be discussed when FAC brings forth its recommendation but he thought the Board of Education had those discussions.

Ms. Patchak-Layman asked if the question of referendum was occurring to determine whether it was based on the current fund balance, or was it about when and how often to go for referendums. Traditionally referendums are to increase rate but they can be used to affirm with the community affirm the rate of taxes. The timing and frequency of going to a referendum is pertinent to this discussion. At what point does the fund balance tell the district to go out to a referendum? The conversations had not addressed what time is the best for the community or who should be paying for the education desired. Ms. Patchak-Layman asked for the following information:

- 1) What are the fund balances by accounts?
- 2) What is legally required for each account?



- 3) What would happen to them if they were too high?
- 4) What would the spend-down plan be in 20 years, in 8 years, etc.?
- 5) What levies are allowed in unit districts?

Mr. Weissglass responded that FAC had not talked about a unit district. The FAC will review fund balances by account. The frequency of a referendum had been approached primarily through a financial analysis, not a political or philosophical analysis. Two financial pieces were: 1) steady state, and 2) transition state. FAC talked about what a steady state would look like and how often to go to a referendum, and policies for the lower end, which most districts have. Looking at the lower level, depending cash flow and needs, the cycle will right itself and does not need a political overlay. If starting from a high fund balance, the danger is going out too far and expenses growing faster than revenue. The spend down would occur quickly and it would require a large referendum which could be politically untenable. The idea of having an advisory referendum in order to get community input on questions has arisen, but Mr. Weissglass was unsure if it were in the FAC's recommendations or scope. Mr. Cofsky concurred but noted that the Finance Committee could bring these things to the Board of Education. The marginal rate is an issue that the FAC needs more clarity on, as it is a key point for the long term. While a financial group, FAC felt it was critical to have clear communication to the community as to what the Board of Education and the district do. Mr. Phelan was grateful to the people who participated in the discussion of school finances having expertise in law, finance, running referendums, etc. He was grateful for their open and transparent discussion about an issue that has been debated in the community. He also stated that the Finance Committee will bring this forward to the Board of Education.

**Board Committee  
Structure Discussion**

Mr. Phelan acknowledged that there were pros and cons of moving to a 3-member committee. The Open Meetings Act (OMA) does not talk about board work; it talks about public work. Two members of a 3-member committee are not allowed to speak to each other about committee business, which several members found frustrating as it hampered brainstorming. One member suggested that a 5-member committee be appointed as then two members of a committee could speak to each other. The main pro of a 3-member committee is that much of the committee discussion happens in public. Options for bringing an item forward to a committee or Board of Education were as follows:

- 1) Bring to committee chair
- 2) Bring to administrators
- 3) Bring to Board of Education president who will make a determination as to which committee it belonged.
- 4) The administration could develop agendas and the Board of Education could react to them.

Comments included:

- 1) Only if someone were not on the committee could it be brought to the chair of a committee.
- 2) Committee chairs could have a personal agenda.

- 3) It was hoped that the new structure would validate trust by not having items brought to the entire Board of Education so that large amounts of time are not wasted revisiting topics already addressed.
- 4) Each committee should articulate the scope of its mission.
- 5) Committee members should vote on whether to bring items forward to the whole Board of Education and that should be made known to it so that it had an understanding that if the vote were 2 to 1, it would indicate a lower threat of controversy and probably be a consent item.
- 6) A model that allows flexibility in dealing with problems rather than strict definitions with framework is needed.
- 7) New ideas should be written up and sent to the Superintendent and Board of Education and they will decide on the committee to address it.
- 8) In setting agendas for committee meetings, the default comes from the administrative liaison. If the idea is sound, send to the superintendent or Board of Education president.
- 9) Talk to someone not on the committee.

Mr. Phelan suggested that if any of the Board of Education members wanting to revisit the three-person committee should contact him or Dr. Moore to include on the agenda of the Policy, Evaluation, and Goals Committee.

One member asked if it were possible for committees to take on their own survey work and would they have to come back to the Board of Education and report, i.e., study a program, question, issue, or potential program, or the concerns that were raised by Student Council representative. Would the Board of Education have to approve moving the report forward? The committee chair would have the responsibility of putting this on the agenda. Would the Board of Education have to approve administration doing this work? What is the variable amount of time where some other items might come forward? Mr. Phelan noted that committee chairs should consider what should come to the Board of Education. Is a presentation necessary? Having Committee calendars is important to know.

While some were hesitant, some felt this was moving in the right direction. Mr. Cofsky felt it was a matter of using the time wisely. The Board of Education will have to align its resources with the strategic plan, mitigate the discussions let the administration do its work. The Board of Education must prioritize its work.

### **School Profile**

The Board of Education received a copy of the School Profile for the 2013-14 School Year. This is a standard form for the state and is sent to all colleges when OPRFHS sends transcripts. Discussion ensued. Dr. Gevinson was informed that the number of National Merit Semifinalists for the last 20 years could be found on the School Profiles, which were posted to the District's website. The number of National Merit Semifinalists might be used as a tool to tell the administration what the Board of Education expects. The class size numbers include all special education classes, which have a significantly lower student-to-teacher ratio.

### **October 1 Data Housing Report &**

Mr. Carioscio provided the highlights of the October 1 Data report presentation at the Instruction Committee meeting. Enrollment for this year is

**School Year Statistics** 3,266. That number is close to the projected enrollment report provided by Ehlers. Page 11 denotes the actual enrollment and Page 15 denotes what Ehlers projected.

In the future, trend data for special education and class size per division will be provided. Discussion ensued and questions/comments included:

- 1) Explain the 100% increase in Hispanic participation in extracurricular.
- 2) Break down by ability level, track, and division the class size information on page 4.
- 3) Does page 5 reflect a trend and ability level track? It seemed confusing that History and English would have the highest-class sizes in academic and nonacademic areas, as they should have the lowest by a considerable amount.
- 4) Include the average classes for the asterisk departments, i.e., PE, Driver Ed, etc., as a comparison.
- 5) Explain why the average registrations drop this year (page 7). What does every .1 average registration cost? A .2 of registration is a big variation. What are the financial implications?
- 6) When data is brought forward to the Board of Education, recommendations and the reason for them should be included.
- 7) Board members were reminded to send their questions about any reports 48 hours prior to the meeting in order for the administration to have sufficient time to respond to them.
- 8) If there is a question of understanding class size and prioritizing an interest in writing, what format should be use? Instruction Committee in the February/March timeline? The Board of Education has discussed this issue for many years and it was now tied to class size. That is different from looking at FTE. Statements have been made about wanting fewer students in transition classes and the administration is working toward that end. Where does this conversation come in? The response was that any committee chair seeing this as a function of his/her committee could have a discussion and vote to advance it to the entire Board of Education. When it was noted that information and reference points were needed to look at this, does the staff need to be directed by the whole Board of Education. It was noted that the procedure was put in place because board members were not respectful of administrator's time and that this process was more cumbersome. Four members of the Board of Education must approve this type of work even though it may cause a delay.

**First Reading of Course Proposals**

The Instruction Committee reviewed the course proposals for the 2014-15 school year and it endorsed moving this report to the entire Board of Education at its October 15 meeting. The Board of Education will approve these course proposals at its regular November Board of Education meeting.

**Instruction Committee** Sabbatical Leave Report for FY 2012

On October 15, the Instruction Committee supported moving the sabbatical reports of James Bell and Raffaella Spilotro to the entire Board of Education.

Dr. Gevinson felt that sabbaticals should be used strategically when thinking about job retention. It is a tremendously valuable experience and when

enrollment is projected to go up, this vehicle would help not lose good or great teachers. Sabbaticals and leaves of absence should be encouraged.

Mr. Phelan noted that OPRFHS was one of the few high schools that continues to allow sabbaticals because of the costs to the districts. Hearing the sabbatical presentations on October 15, he acknowledged that they were exceptional. Mr. Cofsky added that very powerful energy was being brought back into the school. He asked if the high school had lost teachers and the response was yes. Dr. Moore agreed that the reports were exceptional and rich. She asked how one would define a good teacher and how one would define a bad teacher. Would a bad teacher be allowed to take a sabbatical? Dr. Gevinson noted that there was nothing to be lost in encouraging teachers to apply and that they were not necessarily costly, depending on who replaces the person going on sabbatical as it is half salary with benefits.

The Board of Education will discuss sabbaticals for next year in the near future. The administration is preparing for that discussion.

Faculty Senate does follow up with the teachers who have taken sabbaticals.

#### Student Participation in CoCurricular 2012-13

On October 15, the Instruction Committee supported moving the Student Participation in Co-Curricular Report to the full Board of Education.

Student participation is now at 75%. Participation above 80% would be difficult because more space would be required. It was suggested that the administration dialogue with the Board of Education about its needs in order to increase participation.

Additional questions included:

- 1) Should more sophomores or juniors be encouraged to tryout for sports?
- 2) Does participation fall off for juniors or seniors and is there an uptick in clubs, etc.?

#### Summer School 2013 Report

The Instruction Committee supported moving the Summer School 2013 Report to the full Board of Education at its October meeting.

One member noted that extracurriculars and summer school were two places with equity and excellence issues. Black, non-Hispanic students have low participation. Is it possible to find out if they have jobs outside of school, are volunteering, etc. This information was not disaggregated by race. The administration stated that it is difficult to collect that information. Students come to summer school to get an orientation, gain graduation requirements, and take Driver Ed and Theater. Students are encouraged to “catch up” and “make up.” The school pulled “D” and “F” grades and arranged study table for those students needing it. A request was made to compare academic outcomes in the summer to the full year outcomes. Mr. Rouse stated that summer school was a no-nonsense operation, attendance is taken, and tardies are issued. It is a different level of focus and a smaller environment lends itself for students to be successful.

**Closed Session**

At 10:50 p.m., Ms. Patchak-Layman moved to enter closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; Student disciplinary cases 5 ILCS 120/2(c)(10); and 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 Mr. Phelan. A roll call vote resulted in five ayes and two nays. Dr. Moore and Mr. Weissglass voted nay. Motion carried.

At 11:14 p.m., on Thursday, October 24, 2013, the Board of Education resumed its open session.

**Adjournment**

At 11:15 p.m. on Thursday, October 24, 2013, Mr. Phelan moved to adjourn this meeting; seconded by Dr. Lee. A voice vote resulted in motion carried.

Dr. Jackie Moore  
Secretary

By Gail Kalmerton  
Clerk of the Board