

***OAK PARK AND RIVER FOREST HIGH SCHOOL
201 North Scoville Avenue
Oak Park, Illinois 60302***

JOINT BOARD MEETING

River Forest Elementary School District 90, Oak Park Elementary School District 97, and Oak Park and River Forest High School 200
May 13, 2009

The River Forest Elementary School District 90, the Oak Park Elementary School District 97, and the Oak Park and River Forest High School District 200 held a Joint Board Meeting on Wednesday, May 13, 2009, beginning at 7:07 p.m., in the Board Room of the OPRFHS.

Roll calls showed Board Members present were:

District 90 Board of Education

JuliAnn Geldner, President
Kristin Coe
David Latham
Patrick Meyer
Jim Weiss, Vice President
Janice Pyrce, Secretary
Roman Ebert

District 200 Board of Education

Dietra D. Millard, President
Ralph H. Lee, Vice President
John C. Allen, IV, Secretary
Jacques A. Conway,
Sharon Patchak-Layman
Amy Leafe McCormack
Terry Finnegan

District 97 Board of Education

Peter Traczyk, president
Peter Barber, Vice President
Michelle Harton
Bob Spatz
Rance Clouser
James Gates
Jennifer Reddy

Also present were: Dr. Attila J. Weninger, Superintendent District 200, Dr. Constance Collins, Superintendent District 97, and Dr. Thomas Hagerman Superintendent District 90, Sheryl Mariner, Clerk of the Board of District 97, and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education District 200.

Visitors

Kay Foran, Community Relations and/or Communications Coordinator; Judie Wilson, League of Women Voters, Cary McLean, Co-Chair Citizens' Council; Rex Burdick and other community members.

Visitor Comments

Mr. Burdick, resident of 816 Keystone, in River Forest, commented that having a discussion such as this by the three boards of education was a good idea and should continue on a periodic basis. Mr. Burdick made comments on the achievement gap and District 200 finances visa vie District 97 finances. Mr. Burdick referred to past news articles beginning in 1997 where it was stated that District 200 would close the achievement gap by 2006. At the time the GPA of white students was one point higher than the African-American students. Mr. Burdick asked what had happened to that plan, where was the Board of Education's oversight, and why was the gap not eliminated by 2006. In 1999, Dr. Bridge was hired yet the gap was still not closed. He then referred to the Dr. Weninger's October 2007 plan to raise student achievement, and asked its affect on eliminating the achievement gap. He asked where the Board of Education oversight was on this. He asked for a proper plan to be put in place and for someone to reallocate resources so that every child in Oak Park receives an equitable education. Mr. Burdick compared the financials of District 200 to those of District 97.

Superintendents Remarks

Dr. Hagerman explained that the purpose of the meeting was to come together to look at the broadest goals. He continued that everyone at the table was committed to the students of Oak Park and River Forest and he hoped to continue to work together on behalf of the students.

Dr. Weninger referred to the packet in which there was a documented titled Oak Park and River Forest Articulation Guidelines, an example of the collaboration that was occurring among the three districts. It included articulation of the superintendents, the principals, other administrators, and teachers of various content areas on a broader, deeper level.

Dr. Collins believed that the children who started in District 97 remained its children throughout their high school years. If its students were not successful in high school, then District 97 had not been successful. In January 2010, District 97 and District 200 will have a Joint Institute Day, the first time this will have occurred in many years. She affirmed Dr. Weninger's statement that articulation was occurring between departments, curriculum coordinators, special education directors, superintendents and now with Board of Education members of the three Districts. specific collaboration or articulation efforts included the following:

- 1) OPRFHS and District 97 share a food service program with 200;
- 2) Consideration of the administrative building and selling the warehouse and housing items at the high school;
- 3) Combined efforts with District 200 on the TIF, as well as the Village of Oak Park;
- 4) Withdrawal from the Treasurers' Office as a collaborative effort on the part of Districts of 97 and 200;
- 5) District 200 served on District 97's strategic plan;
- 6) District 200 participated on District 97's Achievement Gap Roundtable;
- 7) District 200 participated in the interviewing process of District 97's business manager;
- 8) Districts 97 and 200 share a common residency officer;
- 9) Districts 97 and 200 discuss disciplinary issues two times per month; and
- 10) Districts 97 and 200 collaborate on school calendars to prevent conflicts.

Presidents' Remarks

District 200

Dr. Millard encouraged all to realize that the responsibilities of the goals of the school were the goal of each citizen. To those willing to get involved, she offered to provide them with a job. She wanted the community to know that each one of them must be involved. This cannot be just the Boards of Education's or the administrators' responsibilities. While they are on the front line, it is only for several hours per day.

Dr. Millard stated that in District 200, the Superintendent and the administration creates the goals for the District and brings them forward to the Board of Education for prioritization. District 200 goals for the 2008-09 school year are as follows:

Goal 1: Student Achievement

The District will develop a multi-year plan to raise student academic achievement for all students, with special emphasis/focus on underachieving African American students, utilizing indices of achievement; identifying and implementing effective instructional strategies by teachers through professional development; incorporating the Board approved six (6) Fall 2008 initiatives; increasing and tracking student co-curricular participation; and conducting separate Board, Administration, and Faculty professional development strands on race and student achievement.

Dr. Millard stated that it is the District's goal to affect students' lives beyond classroom. A variety of efforts are put forth to achieve that goal, ranging from specific programs for targeting the goals, e.g., 8 to 9 connection program, to working with the elementary districts to make a smoother transition. If one could snap his/her fingers, work for one year, and solve the achievement program, it would be marketable. She asked Mr. Burdick if he knew of a school who had solved the problem. The high school is asking students to get involved in athletic and co-curricular activities, as those are the ones who are engaged and more successful in the classroom. OPRFHS is working with its staff on professional development activities to improve various instructional strategies that might benefit students and to reach out to those not achieving. The school community has been asked for discussions related to achievement. The Board of Education has attempted to speak opening and honestly about race. She encouraged all to come and learn how to be honest with each other.

Goal 2: Quantitative Mass Measures of Achievement

The District will describe, as precisely as possible, what it means by "student academic achievement" and "racial academic achievement gap;" define quantitative mass indicators of student academic achievement and the racial academic achievement gap; describe the specific limitations of the quantitative mass indicators regarding the validity of their use; and describe the specific formal processes by which we will use and improve these definitions over time.

District 200 needs to define what student achievement means. What is the achievement gap? Is it only based on grades or other activities? District 200 believes it involves the broader activities as well. The District is working on defining the activities within the school, determining what institutional excellence is, and improving its efforts to the benefit of students. Definitions will help the District direct and guide its own activities. Dr. Millard believed, personally, that achievement went far beyond test scores and the District is looking at it more globally.

Goal 3: Recruitment and Retention of Minority Administrative and Certified Staff

- A. The District will complete the development and implementation of a formal program for the recruitment of Administrators and Faculty with an emphasis on the recruitment of minority candidates. With its implementation, the District will establish an annual goal of employing minority candidates as 35% of all Administrators and Faculty employees.
- B. The District will develop and implement a plan for the retention of minority Administrators and Faculty.

Goal 4: Green School Initiative

The District will develop and begin to implement a comprehensive “Green School” plan encompassing the following areas: indoor cleaning chemicals and supplies; Food Service; outdoor grounds chemicals and supplies; Integrated Pest Management (IPM); paper recycling; paper consumption; and energy.

District 200 is also improving its diversity amongst the faculty, the staff, and the administration. Dr. Millard was proud of the staff’s diversity as it better reflected that of the student population. The goal is for one third of the new hires to be minority, a difficult task to accomplish. Good minority administrators are in a tug of war with other districts. OPRFHS is attempting to retain and mentor these teachers. While successful in the past year, there continues to be a need for additional attention.

Students are also pushing the District to be green. Students have initiated a paper-recycling program and the District is proud of their efforts.

The details of the goals are posted on the website. Dr. Millard continued that everyone’s help was necessary for the benefit of the students and the community as a whole.

District 97

Mr. Traczyk thanked the superintendents for scheduling the joint meeting and he hoped that it would be an annual meeting.

District 97’s four goals include:

- 1. Support and promote Strategic Plan;
- 2. Ensure that all students show continuous maximum improvement;
- 3. Ensure financial solvency of the district, maximize the efficient use of resources, and take the necessary steps to assure and communicate credible stewardship of the public’s resources; and
- 4. Improve board governance.

Districts 97 and 200 have collaboratively worked successfully on the 8 to 9 transition program. District 97’s science department worked closely with District 200 as to which textbooks would be recommended for District 97. In addition, both districts math staff worked together as the students were accelerated, and they are fine-tuning how students get into the math program.

Regarding the Strategic Plan, District is reviewing it to see if things need to be adjusted. The Strategic Plan Committee has been asked to return and to tweak some of those items. When

the Plan was developed, all involved knew it would be a living plan. The strategic plan has been the focus of District 97.

Achievement is at the top of all the Board's of Education goals. All of the goals are posted to the website. District 97 is trying to meet academic growth and it is struggling with the measurement of academic growth year over year with that of a gifted child and an underachieving child both having a year's growth, etc. What kind of testing should be used to measure that growth, how often should it occur, etc., are the questions to be answered.

District 97 also focuses on the IEP, its improvement, as well as discussing the issues relative to special education students, e.g., African-American students being too represented in Special Education, etc.

District 97 has gone 19 years without a referendum and this is a difficult economy. As a Board of Education member and a taxpayer, he was not anxious to go for a referendum. In a perfect market, the warehouse would have been sold, but because of the current economy, there is a hesitancy to do so. He stated that they were being forced to think about "building up" or adding retail space, etc.

District 97 is working with the high school and the Village actively in reviewing the TIF agreements and coming to agreement on the intent of the languages. Real progress has been made and he was confident that an understanding would be in hand in the next few weeks.

District 97 has set five-year financial targets in managing its budget. It does not have a fund balance at this point. District 97 would like the taxing bodies to share their five-year financial models. What assumptions are being used by PMA?

Mr. Traczyk credited Village President David Pope for talking about these issues at the Oak Park Council of Governments meeting.

District 97 has been reviewing its policies relative to business and pleased that the staff has been administering them. District 97 is also very pleased with its new business manager.

Regarding Board of Education governance and working with the staff, a community and staff survey recently conducted showed an overwhelmingly positive (86 percent) response to the academic experience. Approximately forty percent of the parents responded to the survey (1227 out of 3,000).

District 90

Ms. Geldner thanked District 200 for hosting this meeting and the superintendents for coordinating it. She was grateful to come to this table to discuss how the schools were doing in the community. On behalf of District 90, she reviewed its goals. The Board meets annually to discuss its goals and they are posted in its mission statement on the website. River Forest Elementary Schools works with the child as a whole, not just academically, to promote life-long learning.

The River Forest District 90 School Board goals and accomplishments for 2008-09 were listed as follows:

Goal Area #1: Community Connections

To continue to inform the River Forest community about district-wide programs and services and to engage stakeholders in meaningful dialogue regarding our continuous improvement efforts.

- Developed long- and short-term communication goals
- Established and shared Board goals and regular update procedures
- Shared Community Survey results (from last year's "culture" survey)
- Established post-Board meeting communiqués, "Board Briefs," for parents and community members to more closely track Board work and decision-making
- Worked closely with Community Works and OPRF Community Foundation to bolster district presence and participation
- Attended Triple I Conference in November and garnered many good ideas within the areas of community connections
- Established a district-wide "Green Team" to provide District leadership in the areas of greening education, conservation, and recycling efforts
- Worked closely with Concordia and Dominican University on a range of local initiatives and information sharing
- Collaborated with the media on a number of stories highlighting student and staff work and successes

Goal Area #2: Curriculum & Instruction

To improve curriculum and instruction by focusing on assessment, curriculum adoption and implementation, and staff development.

- Worked on a math curriculum adoption process throughout the year with a focus on best practices in the area of mathematics instruction and assessment
- Worked on a science curriculum adoption process throughout the year with a focus on best practices in the area of science instruction and assessment
- Worked on music curriculum adoption with a focus on both appreciation and performance standards
- Monitored last year's adoptions in Social Studies and Technology
- Met with appropriate High School Departments on transition and placement issues
- Developed and implemented staff development around data-driven literacy, instructional strategies, and local assessments
- Instituted Professional Conversations, teacher-developed and led professional conversations around a wide range of educational topics.
- Implemented MAPS testing, a computer adaptive test to gather more comprehensive and in depth data on individual students and their achievement gains
- Changed from the TerraNova to the CogAT (Riverside Cognitive Aptitude Test)
- Worked on developing developmentally-appropriate, local assessments for our youngest students (k-1)

Goal Area #3: District Structure and Staffing

To foster adherence to the established structure of line-staff relationships within the District and to maintain our commitment to the recruiting, hiring, developing and retaining of the highest quality staff.

- Hired and developed a process for inculturation for our new (FABULOUS) superintendent
- Hired an interim principal at Willard Elementary
- Developed an comprehensive community process for a national principal search for Willard and implemented the process effectively, hiring a great candidate

- Updated all Board policies and administrative procedures related to HR
- Clarified and codified a myriad of issues related to district processes around leaves and other issues
- Developed job descriptions for all positions and created a new HR manual for all employees
- Extended and amended contracts to meet on going District goals and needs
- Adjusted staffing for 2009-2010, based on changes in District student enrollment projections and worked with affected staff on changes
- Worked with the Board on issues related to reorganization and transition of new Board Members

Goal Area #4: Facilities

To evaluate current space utilization and life-safety issues district-wide to continue to foster an educational environment consistent with our District vision and mission.

- Followed construction and other updates from on-going facilities plan
- Conducted a space utilization study through BrainSpaces to assess current instructional spaces, efficiencies and proposed improvements;
- Conducted our Life-Safety study to ensure state compliance on a host of facility issues
- Participated in the ROE Compliance Review
- Planned Board presentations to develop on-going short- and long- term changes to address a host of instructional, safety and security issues

Goal Area #5: Finances

To balance the District's educational goals and programs with the Board's commitment to continued fiscal responsibility.

- Researched township government investments and in house financial statistics to ensure a high level of fidelity and integrity
- Compared District financials to demographically similar school districts
- Updated the on-going, five year financial plan
- Voted on the tax levy for the 4th year of a referendum

Goal Area #6: Strategic Planning

To develop and adopt a strategic planning process that ensures the long-term of success of our high quality instruction, programs and services while demonstrating continued fiscal responsibility.

- Developed an outline for the scope of this work
- Looked at strategic planning process from similar school districts and researched best practices in this area
- Initiated conversations with other Districts about the processes they used and lessons learned
- Contacted consultants around process development and services provided
- Created a timeline for implementing a District-wide strategic process for the 2009-2010 school year
- Shared information with the Board at regular intervals regarding this work
- Refined the plan and developed

Discussion

Mr. Barber asked what could be done to help academic achievement in all of the schools and what information is filtering up to District 200 to help in the transition of students.

Mr. Clouser, when thinking of each of the Districts' goals, was impressed with the number of goals. He wondered from the standpoint of the educational continuum and the achievement gap, if the Boards could identify a subcommittee where a shared goal could run from District 90 and 97 to District 200 in order to have some commonality. That might provide an opportunity to demonstrate something to the community at large that there was a significant effort to address things as a group.

Dr. Millard asked how one would define academic achievement? What is the achievement gap? She challenged the Districts to work as a team to define this for the communities. One of the things that is lacking is that the schools are identifying problems related to achievement in the absence of the parents and their involvement with the students, e.g., academically, co-curricular, getting out of bed in the morning, etc. Could the districts do something with the parent organizations that would articulate beyond the school communities and challenge them to be more involved with different groups so that parents of the grammar school students could interact with parents of high school students?

Bob Spatz reported that both he and Dr. Lee served on the Collaboration of Early Childhood Care and Education. A plan, paid for by the high school and the Village, was created for the Collaboration. While the full results were not yet available, one suggestion was to create a database to track students. The State of Illinois has received a competitive grant to track students beginning before grammar school, through high school, college, and the workforce. It is important that there is a flow of data between the elementary school districts and the high school. A suggestion was to use the P20 database, similar to the state's database, at both the elementary and the high school.

Dr. Weninger had in a previous transition meeting stated that the high school would attempt, by the end of the first semester of the next school year, to develop a set of data reports that would provide Districts 90 and 97 with information, e.g., GPA, honor rolls, grades in academic core classes, how students do in freshman English, etc. He will develop a set of reports as an initial step and share that with the other superintendents. The information would not be disaggregated by name, gender, or race, as legal counsel at another school advised that school to discontinue that practice because of confidentiality issues. Dr. Weninger stated that this was a first step. Mr. Spatz said that the P20 legislation deals with the issue of confidentiality.

Ms. Patchak-Layman suggested exploring the development of a common student identification number that covers students from the elementary grades to the high school, as ISBE is enforcing that protocol. If the Districts want to share data and information, one of the opportunities would be a data system that would allow for a comparison of data. She suggested making this a goal and suggested a creating a subcommittee to work on it and how that would affect the decision-making within each of the districts.

Mr. Gates felt education was based on human interaction. He was grateful to hear about the articulation that had occurred amongst the districts. He stated that District 97 does not have the luxury of release time for division heads during the day and he suggested that more articulation meetings occur after school. He continued that for over ten years, the English departments at OPRFHS, Brooks and Julian have had face-to-face sit-downs, where the data was reviewed, discussions occurred about the individual students to the extent as to what type

of teacher would work best for that student. He suggested that this level of articulation take place across all curriculums. Freshman year is very difficult and the accuracy rate of English placements is very high. He wanted to see more after-school, grassroots articulation to make the recommendations. The interaction between the teachers was very positive. While they had a common goal, a finite amount of time, and lots of material to process, no one watched the clock.

Dr. Lee stated that up until the year of 1724, there was only way to tell if something were hotter or colder. One would put his/her hand on it and one could sense if it were hot or cold. In 1724, Daniel Fahrenheit developed a way of measuring something more closely than that by using mercury. The schools have not gotten to the point of trying something new. Mr. Burdick mentioned that in 1997, OPRFHS was talking about the achievement gap and that five, and ten, and twelve years later, it is still in the same place. Why? It is because someone did not take the first step of saying here is the way to measure something. The schools have not said they were going to take this first step and recognizing and acknowledging that it would not be the best way, but that it would improve it. The luxury of not taking the first step is that one can continue to talk about it. He wanted to start taking steps that were not perfect, but better than no step. Rather than defining academic achievement, he suggested doing something and then making improvements on it, as that was the only way anyone has made progress on anything.

Mr. Allen had an interesting conversation with Steve Gevinson, the English Division Head about the achievement gap in which Mr. Allen told him that of all the stakeholders in the process, the ones who have resisted were the teachers, both nationally and locally. Dr. Gevinson responded his duties include determining a track into which the child was assigned, e.g., college prep, AP or honors, etc. Sometimes when a parent receives those decisions, he/she will call him to discuss it. In his experience, the parents that exercise their rights to overrule the division heads' decisions are predominately white. African-American parents respect the division head's choice and then suffer for it. Mr. Allen found it interesting that Dr. Gevinson was using that to explain the achievement gap, but he also described it as a remarkably accurate process. The way to determine accurately if it is better or worse is through data. As schools determine what data and tools to use for measurements, they must be aware of the privacy issue. He, an Inspector General who deals with HIPPA, warned that this could be a very, very sensitive issue, as Americans take their privacy seriously.

Mr. Gates preferred to have educators define achievement, as opposed to regulators. This is a flawed system. If District 90, 97, or 200 does not make AYP in one subgroup, it will make the headlines. He would like academic achievement redefined. He has been working to get the ISBE to recognize the schools own standards in order to have more control.

Michelle Harton, for many years, has been working with the Math Academy whose purpose is to insure that African-American students are in the honors math track at the high school. It has been successful and it helps parents who are unaware culturally how to navigate and work the system. She suggested that what school districts might want to consider as part of the strategic plan is something called the parent ombudsman, an entity that would help parents navigate the system for their students. If that occurred, they could also talk about navigating at all of the schools whether the student was low achieving, high achieving, gifted, etc. She suggested that this idea be considered in collaboration. If parents are engaged, if they understand how the

system works, and they understand what is at stake, that would be the front line in terms of making a difference in academic achievement.

Ms. Harton, an engineer and researcher for years, is a teacher. She is passionate about the academic achievement for students. At the board table on Tuesday, there was a discussion on summer loss, particularly in math. While parents encourage their children to read over the summer, they do not as readily encourage their children to practice math. She suggested that the Districts look at creating experiences over the summer that would eliminate some of the loss and assure that students were on the road to continuing their academics. This is an identified problem for all districts and it would be a positive experience for parents who were not as engaged in academic experiences.

Mr. Conway, having had children go to all three districts, found that his children's success was not based on policies made by the Board of Education. From his experience, the teacher in the classroom was the one who made the difference for those students needing it the most.

Mr. Clouser found defining academic achievement to be favorable as the common goal and one on which the boards of education could continue to work. He felt it would be a common ground, a starting point to build future initiatives.

Mr. Barber disagreed with spending too much time on defining the gap. While he did not want to teach to the test, the reality is that the standards are based on the test. If schools did not have those test scores, they would not be talking about them in the same way. While time could be spent on defining the gap, a tool is already in hand. The questions are What will the schools do to address this issue? How can the gap between the elementary and the high schools be addressed? The schools need better data support to better identify the factors. Presently, schools are throwing darts at the problem, e.g., parental involvement, teacher training, etc. Yet, not one, if focused on, would be the most beneficial. He was interested in tracking students as they moved through the schools. He understood that there would be privacy issues but he felt confident that the majority of parents in Oak Park if given the reasons for it, would accept it. Of course, some parents might want to opt-out, but he did not believe it would minimize the results. He felt that over 75 percent would be comfortable, especially those with students in their early educational careers.

Dr. Millard noted that the high school had identified many other factors that have contributed to the achievement gap, e.g., behavior gap in terms of truancy, tardies, and minorities in special education, etc. It goes beyond just test scores. How can high school parents teach other parents how to navigate the system? While she did not mind starting with an imperfect tool, it goes beyond test scores, grades, etc. Students need to be in the classrooms, have more social services, and parental support. Mr. Barber replied that a starting place was necessary. Changing the behavior of disenfranchised parents is a big challenge and it will not change overnight or over the course of the year. District 97 has done some things to identify those parents who had not participated and tried to mitigate that, i.e. parents of color talking to other parents of color, but that was not as successful as they had desired. Focusing on that will not be the answer. On the other hand, there are things that boards, teachers, and administrators can do to influence students in the classrooms during the hours available to them to affect a change. All of the ideas are important but one must ask what things have an immediate impact. When there are dozens of goals, none moves quickly. While it does not mean that

they are not valid and important, one will not make headway on more than two or three. He wanted to look at things that were within the scope of what could be looked at, e.g., math, summer loss program, etc.

Michelle Harton challenged the group as there was much negative activity around the achievement gap and African-American students understand that fact. Even a student who has a 4.0 average is still in the achievement gap because there is a race gap. The achievement gap is a difficult problem and much energy has been put into understanding it. She challenged the group to be proactive in touching and reaching students and parents in a way that says the focus will not be on the achievement gap, but on achievement. To do so would be a powerful statement for all three boards to make in each of the communities. If achievement is addressed across the board, the gap can be reduced.

Mr. Finnegan suggested using co-curricular activities as a lever and expand the discussion of achievement to how well do students try. The co curricular piece is different at the grade school level from the high school level. He asked if there were something at the grade school level that says this needs to be earned. Tell the students that that there are aspects of the school day that they enjoy but they must do their first job of going to school in order to continue to enjoy those things. It is not an equal piece at the high school because it does not touch all sports. He suggested doing something similar in the grade schools, i.e., a student would earn free time by doing his/her work. Parental involvement occurs in cub scouts, athletic teams, etc., and that effort is needed in their children's school lives.

Ms. Geldner suggested that the three Boards of Education caucus on what RtI (Response to Intervention) would like in their schools and communicate as to how to use it, as it is now an Illinois state mandate.

Closure and Adjournment

Dr. Hagerman, in his concluding remarks, stated that this was not the end, but just the beginning of the process. The important silos of the community are the students. He summarized the discussion as not about only academic achievement, but other ways in which students can experience success in the schools. Schools provide a wide range of activities and one must be mindful that students can be successful in different ways. There have been race conversations. The jobs of the superintendents, the boards of education, and the district employees are to move students forward. The parent and community connection is an important piece and that needs enhancement in order to support the students at the home level. How can the schools best meet the parents where they are presently? Strategic plans occur at different levels and the Districts have to learn from one another. Discussion at the district level included greening efforts, finances, including that of resource sharing as a way to leverage finances. Dr. Hagerman encouraged all of the Board members to think deeply and come up with specific strategies to implement so that real progress could occur.

Homework

Dr. Hagerman asked the Board of Education to discuss this process individually amongst them, to develop next steps, and to be clear about what the next steps are with their superintendent. The superintendents will then meet to discuss common grounds. He suggested taking what was learned from this meeting and incorporating that into the Board of Education's summer retreat and goal-setting process.

Dr. Collins appreciated the spirited and frank discussion and the coming together of the three Districts. She appreciated the opportunity to do this annually and the homework assignment. She looked forward to bringing the information from District 97 to the other Districts and the discussion about what could be done in the areas discussed.

Dr. Weninger, on behalf of District 200, was glad to host this meeting and he appreciated everyone's participation. He asked all to be mindful of the layering effect. The Boards of Education have asked many good administrators to do much and they are their servants. The danger is that there are three bodies. He asked them to appreciate the statement that less is more. He suggested focusing on a common agreement rather than doing a number of things, including what the Board of Education members ask themselves to do. He looked forward to meeting annually.

Mr. Traczyk agreed that it was a great first meeting and District 97 will focus on two or three ideas to take back to its superintendent. District 97 too has learned that the more that is thrown on the plate, the less that is done. Ms. Geldner too stated that this had been a wonderful experience and they will do their homework. Dr. Millard appreciated everyone's participation and reiterated that while the Board of Education has homework, the community needs to get involved. She asked for volunteers from those in the audience who are dedicated and diligent. By reaching out to each other, the community can reach out more. There are layers, unfortunately, but not layers of the same activity. District 200 looked forward to more than one layer.

Ms. Patchak-Layman invited sidebar discussions between individual board members in areas of special interest. Years ago, there was an educational subcommittee at Oak Park and all districts participated. It was an opportunity to continue this conversation with the private schools and others interested in education. She would be happy to participate in any sidebar conversations.

Adjournment

At 8:48 p.m., on May 13, 2009, Mr. Allen moved to adjourn the Joint Board meeting; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Dr. Dietra D. Millard
President

John C. Allen, IV
Secretary