

**NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203  
REGULAR MEETING OF THE BOARD OF EDUCATION  
October 15, 2018  
New Trier Township High School  
7 Happ Road, Room C234  
Northfield, IL 60093**

A **Regular Meeting** of the Board of Education of New Trier Township High School District 203, Cook County, Illinois was held at New Trier High School – Northfield Campus, 7 Happ Road, in Room C234 on Monday, October 15, 2018 at 7:00 p.m.

**Members Present**

Mr. Greg Robitaille, President  
Ms. Cathy Albrecht, Vice President  
Mr. Keith Dronen  
Ms. Carol Ducommun  
Dr. Marc Glucksman  
Ms. Lori Goldstein  
Mr. Patrick O’Donoghue

**Administrators Present**

Dr. Paul Sally, Superintendent  
Dr. Timothy Hayes, Assistant Superintendent for Student Services  
Mr. Christopher Johnson, Assistant Superintendent for Finance & Operations  
Ms. Joanne Panopoulos, Assistant Superintendent for Special Education  
Mr. Peter Tragos, Assistant Superintendent for Curriculum & Instruction  
Mr. Paul Waechtler, Principal – Northfield Campus  
Mr. Scott Williams, Assistant Principal for Student Services – Winnetka Campus (participated on behalf of Mrs. Denise Dubravec, Principal – Winnetka Campus)

**Administrators Absent**

Mrs. Denise Dubravec, Principal – Winnetka campus

**Also Present**

Mr. Myron Spiwak, Business Services Director; Mr. George Sanders, Director of Human Resources; Ms. Gail Gamrath, Assistant Principal of the Northfield Campus; Mr. Scott Williams, Assistant Principal for Student Services, Winnetka Campus; Ms. Niki Dizon, Director of Communications; Ms. Athena Arvanitis, Assistant Principal for Student Programs and Operations; Mr. Mike Lee, Assistant Principal for Administrative Services at the Winnetka Campus; Dr. Chimille Dillard, Director of Curriculum and Instruction; Mr. Pete Collins, Kinetic Wellness Department Coordinator; Mr. Jim Conroy, Post-High School Counseling Department Chair; Ms. Erika Immel, Library Department Chair; Ms. Katja Steen, Modern & Classical Languages faculty; Mr. Bill Loris, Science faculty; Ms. Robyn Ward, Science Department Coordinator; Mr. AJ Gomberg, Social Work department; Ms. Rachel Rescorl, Speech-Language Pathologist; Mr. Ed Zwirner, English Department Coordinator; Ms. Juliet Smith, Sophomore Girls’ Adviser Chair; Ms. Sarah Kropski, Media, Speech and Theatre Department Assistant and New Trier Educational Support Professionals Association President; Mr. Terry Phillips, Mathematics faculty; Mr. Max Ronan, student; Ms. Emily Dale, student; Ms. Farah Qureshi, student; Ms. Layla Saqibuddin, student; Ms. Lindsey Ruston, Board of Education Secretary; Mr. Mike Hill, Technology Department; Mr. Eric Johnson, Technology Department; and members of the press and community.

**BUSINESS MEETING**

**I. CALL TO ORDER – 6:30 p.m. – Rm. C234**

Mr. Robitaille called the Regular Meeting of October 15, 2018 of the Board of Education to order at 6:30 p.m. in Room C234. Roll call was taken and Ms. Goldstein and Mr. O’Donoghue were not present. Mr. Robitaille asked for a motion to move to Closed Session. Ms. Ducommun moved that the Board adjourn to 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 and for collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. Dr. Glucksman seconded the motion. Upon a roll call vote being taken, the members voted as follows:

AYE: Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Albrecht, Mr. Robitaille

NAY: none.

ABSENT: Ms. Goldstein and Mr. O’Donoghue

The motion passed.

## II. CLOSED SESSION – 6:30 p.m. – Rm. A201A

### III. BUSINESS MEETING

#### **Open Session – 7:00 p.m. – C234**

Mr. Robitaille called to order the Open Session, Regular Business Meeting of the New Trier High School Board of Education of October 15, 2018, at 7:04 p.m. All members were present.

### IV. Minutes

Mr. Robitaille asked for any comments or adjustments on the Minutes for the Regular Meeting on September 17, 2018. Ms. Ducommun had requested changes to the minutes, those changes were integrated to her satisfaction. There were no other comments or requests for changes to the minutes. Mr. O'Donoghue moved and Dr. Glucksman seconded, the motion to approve the minutes of the Regular Meeting of September 17, 2018, open session. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Goldstein, Mr. O'Donoghue, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Mr. Robitaille

NAY: none

ABSTAIN: Ms. Albrecht

The motion passed.

### V. Communications

Mr. Robitaille invited anyone from the audience who wished to address the Board to come forward and fill out a yellow communications request form from the back table. No one came forward to address the Board.

### VI. Special Orders of Business

#### **A. Report from Campus Principals**

Mr. Paul Waechtler, Principal of the Northfield Campus, shared information and events happening at the freshman campus, which included:

- **Freshman Mixer:** The dance took place on October 3<sup>rd</sup> and 700 freshman students were in attendance. Senior helpers hosted and also helped to clean up after the event.
- **Freshman-Go-To-School Night:** This event took place on October 4<sup>th</sup> and gave parents a snapshot of their student's day.
- **Homecoming Week:** There was a theme for each day and Friday ended with a pep rally led by senior helpers to create excitement for the football game that evening.
- **EKG Testing:** 840 students participated in an EKG test. 29 of those students received a limited echocardiogram as follow-up from the initial test. Mr. Waechtler thanked Ms. Doreen Clough, Registered Nurse at the Northfield campus, for her work on this project, as well as the Kinetic Wellness department. Mr. Waechtler then went on to read an email from the company that performed the EKGs, which praised the students, administration and parent volunteers. They also thanked Ms. Gail Gamrath, Assistant Principal at the Northfield campus, for her leadership. This testing often leads to a diagnosis of a heart problem that can be lifesaving.
- **October 15<sup>th</sup> Immunizations Exclusion Day for High Schools:** There was 100% compliance with this requirement. Students submitted paperwork regarding their immunizations, so no one was held out of school. This compliance is due largely to Ms. Clough's and the nurses' office's efforts to contact parents.
- **Tour for Class of 1968:** Mr. Waechtler gave a tour for the class of 1968. This class was the first to graduate from the Northfield campus. The group shared that gym class took place in the current B lounge since the gym was not ready; they also shared how much they loved the campus and how proud they were to attend New Trier.

Mrs. Denise Dubravec, Principal of the Winnetka Campus was unable to attend the meeting due to being out of town at a Woman in Leadership professional development program at Harvard University. Mr. Scott Williams, Assistant Principal for Student Services at the Winnetka campus, shared the student events and programs at the Winnetka Campus, which included:

- **Vaping:** Staff has engaged in many different communications with families regarding the seriousness of vaping. It was mentioned to the Board about the efforts to provide parents with the most recent information and research. Through the District's partnership with the Parents' Association, many different

opportunities have been available to parents to learn about vaping. Recently, several parent coffees have been held on this topic at the different grade levels. In a few weeks, the school will provide an evening presentation in which local agencies will join the school to talk more about our students and how the community can work to support students making healthy decisions, with an emphasis on vaping. Adviser chairs have noted a decrease in the number of students receiving discipline for possession of e-cigarettes or vaping devices. The hope is that the efforts to educate students and parents has helped contribute to these numbers.

- **Fall Sports Playoff Update:** Both the Boys and Girls Golf Teams went to state; the Girls finished fourth overall and the Boys finished seventh overall. Daniel Tanaka and Penelope Tir both had fourth place finishes. The Girls Tennis team was sectional champions.
- **All American High School Film Festival:** Four New Trier student films were featured on the big screen in New York City this month as part of the All American High School Film Festival, the world's largest high school film, photography, and media arts festival. Eleven New Trier students traveled to New York for the festival, which took place October 5<sup>th</sup> – 7<sup>th</sup>. Four New Trier films were chosen to be screened among hundreds of the best high school films from around the world. Students also went on an NBC studio tour during the trip, after which they met with 2002 New Trier alum Mr. Arthur Meyer, who is a supervising writer at "Late Night with Jimmy Fallon." Mr. Meyer spoke to students about his path through high school, Boston University, and to a career in television.
- **New Trier Newbies Club:** Mr. Williams introduced representatives from the Newbies Club. The members of this club have helped administrators improve new students' transition to New Trier. Four students from the Newbies Club gave a brief presentation. The club was founded four years ago in order to ease the transition as a new student at New Trier. Each student introduced him or herself, stated where they had moved from and a way that they have connected with New Trier. Ms. Layla Saqibuddin, a senior, moved from Skokie, and is a news editor with the school newspaper. Ms. Farrah Qureshi, a freshman, moved from Minnesota and noted how dedicated New Trier staff have been to bettering her as a person and helping her performance as a student. Ms. Emily Dale, a senior, moved from Pennsylvania, and found community by playing in band and orchestra. Finally, Mr. Max Ronan, a senior, moved from Australia when he was a junior. He connected with the school by attending the outdoor education program for juniors and seniors.

Mr. Ronan then went on to discuss the club's goals noting there is a large focus on integration in the New Trier community. The club is primarily social and meets two times a month during open adviser room. The club also has a sponsor at Northfield who works with freshman who have transferred to New Trier. One important change that was made for the current year, was administration communicating to the club as soon as a transfer student moves into the district. This allowed the club to connect with the student over the summer versus waiting until the start of the school year. Summer is a difficult time for transfer students since they do not know anyone, but through the club they have at least one person they know. The students then asked for any questions.

Mr. Robitaille thanked the students and noted how important it is that they are reaching out and helping others in their transition. Mr. Dronen asked how many members were in the club. Ms. Qureshi replied 10 – 15 students at the Northfield campus and 30 – 40 students attend meetings at the Winnetka campus. This year, there are 100 new students. Ms. Dale concurred that 30 – 40 students attend regularly, with 70 students who have attended a meeting at least once or who the club helped over the summer. Mr. Robitaille noted that it should not be underestimated the impact of those who are light participants as they, too, benefit from the support of the club.

Ms. Albrecht noted that the club is a model for other schools and hopes that other schools have a similar program. She understands the difficulty of transferring schools as she did so as a sophomore in high school and noted the importance of this program, especially over the summer. Ms. Goldstein stated that it is wonderful that there are students who have been through the transfer process guiding the new students.

Mr. O'Donoghue asked the presenters what differences new students have noticed about New Trier compared to their previous school. Ms. Qureshi noted that the culture at New Trier is very different from other places. There was a bit of a culture shock for her, especially since she came from Minnesota. The Newbies Club helped ease that shock and assisted in the integration into New Trier. Mr. O'Donoghue then asked Ms. Qureshi to define the culture she has found at New Trier. To which she replied that the school

was a bit cliquy. Mr. Robitaille then asked how the students connect and integrate instead of being only with those they have met through the club. Ms. Dale responded that the club asks what a new student has interest in and encourages them to join a club. In terms of the sports teams, which many new students think might be too competitive, they are encouraged to try out. Ms. Dale noted that the leaders of the club and others are very involved in extracurriculars and that helps the newer students to integrate better as well. Mr. O'Donoghue thanked the students for their candor and presentation.

Dr. Sally stated that it was important to bring this to the Board because it is a great example of the importance about belonging when discussing the strategic plan, in terms of students who are engaged and connected to New Trier. Most importantly, it is about students doing service for other students.

## **B. FOIA Report**

Mr. Chris Johnson, Assistant Superintendent for Finance and Operations, noted that there were three FOIA requests received since the last Board of Education Regular meeting. All of those requests have been closed. They were:

1. One for records from Board of Education meetings.
2. Two were transportation requests.

## **C. Summer School Report**

Mr. Scott Williams, Assistant Principal for Student Services at the Winnetka campus, presented the summer school report. Dr. Sally stated that Mr. Williams was going to present information on enrollment over the years as well as on finances. Mr. Williams noted the enrollment for 2018 summer school decreased compared to enrollment for summer school in 2017. The number of students enrolled for 2018 was 1,583 compared to 1,694 students in 2017. Total enrollment, which is those students who took more than one class, was 1,889 in 2018 compared to 2,077 in 2017. Mr. Williams noted on the second page of the report that there were statistics about the percentage of students who were engaged in the program across the year groups and included total enrollments.

He then went on to discuss department enrollment and compared enrollment between 2018 and 2017. As an example, Social Studies saw an increase of 127 total student enrollments; the large increase is due to offering Civics for the first time over the summer. Sports also saw a decrease in the summer of 2018. There are 37 total sports opportunities for students. They were down 178 total students and no one sport had a significant decrease.

Finally, Mr. Williams reviewed the finances for summer school. There was a \$25,000 loss for the 2018 program which was due to several contributing factors such as an unexpected decrease in enrollment of New Trier's sports program, an increase in the number of students enrolled for only one semester of a full year summer school course and an increase in the number of students who withdrew from summer school and thus received a full refund. Mr. Williams gave an example of a science class that had 16-17 students enrolled at the time staffing was determined, however, six to seven of those students dropped the class. A science course costs about \$900 per student to run. Once staffing is offered out to faculty, the program is contractually obligated to run the class and have the payment for those students. Mr. Williams stated that the summer school program is recommending a tuition increase of 2% for 2019 in order to cover increases and is in line with CPI. Mr. Williams then invited any questions from Board members.

Dr. Glucksman asked what the program might add in the future to be more attractive to students. Mr. Williams responded that a combined section of civics and consumer seminar since each are semester-only classes that are required for graduation. Mr. Williams would also like to make earlier staffing determinations, so families can be informed about classes. Currently, the summer school program underestimates their staffing needs, which forces many families on to a wait list and although the program usually ends up accommodating those families, being able to share that information with them earlier would allow families more time for summer planning. Dr. Glucksman then asked about the science courses and why a student may only take one semester or 17 days of a course. Mr. Williams responded that it is due to two reasons, one being credit recovery and the other because a student may have had to drop the course for another reason. Dr. Tim Hayes, Assistant Superintendent for Student Services, then expanded on Dr. Glucksman's question by stating that the general question of what courses the student body would like to see has not been asked. At the same time, a balance is needed about the classes that can be reasonably offered. Dr. Hayes suggested that a poll might be taken to get feedback on this question, which would inform a future discussion on course offerings.

Mr. Dronen inquired whether the decline in freshman enrollment from around 50% to 43% is a one-year occurrence. Mr. Williams replied that only time will tell, but thought the decline might be related to a lack of freshman enrichment courses in English being offered as enrollment was down 68 total students. Mr. Williams mentioned that the shorter summer also impacted enrollment. There was only one weekend between summer school ending and athletics beginning. Mr. Dronen then asked how utilities are computed as they are in the \$60,000 range and noted that the District would still have those expenses even without the summer school program. Mr. Johnson replied that a review of the historic number of incremental costs of the utilities to run the program was done. Expenses were then incremented by 2%. He recommended that a review be done next year to unpack the numbers and estimating the right amount. Mr. Dronen agreed and stated that with better estimates there may be no need for a 2% increase.

Dr. Glucksman thanked Mr. Williams for his work on summer school. Ms. Goldstein inquired about the increase in withdrawals. Mr. Williams shared anecdotes from families that they underestimated the workload. Another reason could be those who “save a seat” and then decide to no longer attend summer school.

Ms. Albrecht inquired if this was the first year that Civics was offered during summer school. Mr. Williams responded yes. Ms. Albrecht thought it was an attractive way to satisfy the requirement without having to figure out what to do for the other semester like one would during the regular school year. Mr. Williams noted that the intention was to have one section each semester of level 4 and level 9, but the program ended up running five sections. Ms. Albrecht is interested to see the comparison in the coming years.

Ms. Ducommun thanked Mr. Williams for his report and comments. She encouraged a survey of student interest as well in order to see where students could be better served and to see if we can better understand the decline in enrollment. She would also like to understand how the time frame works and a way to ease families’ uncertainty about enrollment in a summer school class. This impacts those students who are in music or other classes who rely on attending a summer school class in order to take certain classes during the school year. Mr. Williams interjected that all academic programs ran this year, that it was the enrichment courses that were cancelled. Ms. Ducommun then inquired if New Trier could accommodate students if double the number enrolled in science. Mr. Williams responded that there are two issues if that scenario would happen: one would be the limitation of available facility space; the other reason would be the number of teachers willing to teach. Typically summer school prefers to have only New Trier faculty teach, however, there have been times in the past where teachers from other schools are hired to teach during summer school. Ms. Ducommun then asked about the freshman English enrichment classes and noted that the program did not have as many as people wanted. Mr. Williams would like to look at the number of offerings over the past few years to see the total interest and then offer fewer opportunities so as to encourage an increase in enrollment in certain sections.

Mr. O’Donoghue liked the idea of marketing summer school and encouraging students who may not have thought to take a summer school class to do so. Dr. Sally stated the much of this work is done in the adviser program. He also noted that he wants to make sure that families know about their options and the implication of those options. Advisers help to direct students during their four year planning as well as balancing for each school year. Dr. Sally also agreed with the survey, particularly with the enrichment courses. Dr. Hayes concurred that summer school comes up often in discussions as students work through their four-year plan with their parents and advisers. Summer school, Dr. Hayes noted, can also be about improving a skill such as a sport. Mr. Williams noted that to implement any courses that might come out of the survey that they would not be ready for the summer of 2019. Ms. Ducommun appreciates and applauds the hard work in order to make summer school happen.

### **C. Class Size Report**

Mr. Peter Tragos, Assistant Superintendent for Curriculum and Instruction, presented the class size report. He thanked Mr. Mike Lee, Assistant Principal for Administrative Services, and Ms. Katherine Kapustiak, Application Support Specialist – Student Records, for their work on this report, particularly for pulling the data from a new student information system. Mr. Tragos stated the report gives perspective on class size, allocation of resources and is one of the many data points used regarding the student learning experience and what it is like in the classroom. He then highlighted some of the data, specifically that the average class size rose to 22.6 from 22.2 the previous year. This average is the highest class size since the 2011-2012 school year when class size was 22.9. The last few years, class size has ranged from 22.0 to 22.5.

The District uses this data to review the staffing process from the previous year and to plan for the upcoming year, especially in regards to how resources and sections are allocated. Mr. Tragos noted the number of small classes,

many of which serve a specific need, are on the lower end of the average class size. Those needs are often a graduation requirement, a capstone course, or other student needs. Mr. Tragos noted several next steps, including working with department chairs and coordinators this year to look at current staffing as well as staffing for the following year and he will continue to collaborate with Mr. Johnson and Dr. Sally on staffing projections and align that with enrollment. He will also work to align course requests received in February with what enrollment looks like when school opens. Mr. Tragos then invited questions or comments from Board members.

Ms. Ducommun noted that since the class size is larger, that leaves fewer seats available, so classes have to run tighter and have fewer degrees of freedom. Given that, she asked about the cost to the student population. Mr. Tragos and Dr. Sally responded to that inquiry. Dr. Sally stated that he will let the Board know the level of concern; Ms. Ducommun concurred that she would like to know that information. Ms. Ducommun's next question was in regards to the school's philosophy of being comfortable, according to the data, having larger class sizes in mathematics and modern and classical languages. She also inquired about the inherent nature of those classes that leads to the school being more comfortable. Dr. Sally responded that with modern and classical languages, it is often a singleton issue if a class will be one or two sections. In math, there is a historical migration from one course to another that in October leads to the numbers in the report, but later in the year a shift does occur which is taken into account when determining FTEs.

Dr. Glucksman commented on the practical solutions. Discussion then centered around several parts that drive all FTEs. It was noted that Dr. Karsada, who produces our enrollment projections, will have a new report ready within the next couple of months.

Ms. Albrecht inquired about the civics sections. Mr. Tragos clarified that the large civics section listed is actually a double-period class with two teachers. Ms. Albrecht then inquired if the District knows how many current juniors have satisfied the civics requirement or how many may need to take it over the summer or next year as seniors to fulfill the graduation requirement. Mr. Tragos noted that the Social Studies department is working with students to ensure that the class of 2020 completes the new graduation requirement. Ms. Albrecht then noted the larger class size in math, particularly in the AP classes and college level classes. She wondered if this was consistent with numbers in the past, if everyone is absorbing the material and if there are any complaints in general. Mr. Tragos said that there are choices that need to be made by the department leadership, particularly to accommodate for more movement during the school year in lower level courses. Ms. Albrecht questioned this from a student's perspective in regards to obtaining AP credit. Dr. Sally noted that BC Calculus has fantastic scores every year. He went on to discuss the choices that sometimes need to be made in the staffing process.

Mr. O'Donoghue commented that he likes this report and then inquired about the slight shifting in the scatter from last year to this year and if more students are taking more courses. Mr. Tragos responded that the average number of courses taken per student has remained consistent, just over 7 scheduled periods, 6.5 average classes. Some of that shift is due to the distribution of the sections and balancing. Mr. O'Donoghue noted that this goes back to what Ms. Ducommun stated earlier about FTEs and balancing the size of each section and efficiency in which each class is scheduled. He also commented that even one student in each course can move the average and push the distribution graph to the right.

Mr. Robitaille asked about the small classes, whether they are anomalies or if they are strategic to the curricular path a student has to take. Mr. Tragos noted that not all of them are anomalies. He went on to give examples such as modern and classical languages. There was then discussion around a business education course. The focus of the discussion was that, at times, it can be difficult to gauge the staffing needed for courses and the results can often be smaller-than-anticipated class sizes. Discussion continued between Mr. Tragos and Mr. Robitaille.

#### **D. Instructional Materials and Curriculum Development**

Mr. Tragos presented the first ever instructional materials and curriculum development report. He thanked the department chairs, coordinators and Dr. Sally, who collaborated on this report. This report stems from the revisions to Board policies 6-40 Curriculum Development and 6-210 Instruction Materials Selection and Adoption. References to the dated textbook focus were eliminated, but the Board still retains authority in approving all major changes to the curriculum of courses and the selection of instructional materials. Textbooks play a very different role today in delivering content and these revised policies reflect that. This led to the Board asking for a presentation on the process for curriculum and development and revision in a school that has so much curricular diversity. Mr. Tragos noted that New Trier has twelve decentralized departments, over 325 courses, and

over 400 teachers. He highlighted the curriculum components, offered insight into the development and revision process and how the criteria determined by the policies guide administrative procedure and practice.

At New Trier, curriculum development is centered in departments; they are the hub of curriculum revision and innovation, particularly the course committees. He explained the internal and external drivers of curriculum development. Oversight and support were divided into three different levels, the first being the Board, who approves new courses and revisions as well as oversees process and policies. The second level is administrative. This level includes the Assistant Superintendent for Curriculum and Instruction working with department chairs and coordinators; it also includes professional development work and offerings as this is often times where new ideas for the classroom originate. Mr. Tragos gave the example of the critical thinking professional development that 150 teachers have participated in. In turn, department leaders do the day-to-day oversight of the curriculum and are considered the experts in the discipline and teaching. They also oversee the curriculum guides. The final level is at the daily classroom level, where teachers are delivering the content that they designed. Should a problem arise from content that was delivered, and this could be considered an additional layer of oversight, conversations with the student, parent, teacher and department chair or coordinator are often a result. These conversations may also include an administrator.

Mr. Tragos then highlighted a few next steps. They include reviewing other Board policies related to curriculum development, keeping the Board apprised of curriculum development with presentations from teachers and department leaders, working with department chairs and coordinators to align criteria and processes for curriculum development and instructional materials and continuing to support professional development opportunities related to this. Mr. Tragos then encouraged any questions from the Board.

Ms. Ducommun encouraged the concept of connecting with the Board as stated in the report by demonstrating how the curriculum comes to life in the classroom with periodic presentations. She noted that departments presented in the past when she was on the Board, and that those presentations were fascinating and a way to hear from people in the different departments; she would applaud this concept. Ms. Ducommun went on to ask who, in terms of years of teaching experience, gets involved in the curricular discussions at the department level. She expanded on her question by asking if room is made for new teachers or does a teacher need to have been at New Trier for a few years to participate. Mr. Tragos responded that it is open and new teachers are invited to the curriculum process. He also noted the new teacher induction program, which focuses on curriculum development during years two and three.

Dr. Glucksman then inquired about innovation and teaching styles in terms of content and delivery. He noted that students today do not only learn via lectures, but wanted to know how much is more problem-based and team-based learning. Mr. Tragos responded a significant part, that there is very little bell-to-bell lecturing. The new facility also allows for these newer concepts. Mr. Tragos furthered discussed innovation in terms of content and delivery. Dr. Glucksman asked if there was enough professional development. Those offerings were then discussed. Dr. Sally also noted that professional development occurs in the open offices, in the course committee structure and even sitting near other faculty where discussions about teaching and learning often happen during a teacher's free periods. In terms of whether this is enough professional development, Dr. Sally commented that choices have to be made, but that there is still a return to be had by investing in professional development. Dr. Glucksman concurred.

Ms. Albrecht noted the part in the report regarding Instructional and Professional Growth Grants (IPGGs) and inquired about how they work in regards to innovation. Mr. Tragos explained them and the process they go through for approval. New course and course revisions often come out of this process. Ms. Albrecht asked if Mr. Tragos could provide examples of the types that teachers have done. He responded that two summers were spent working on the Civics course. The new course proposal, Civics and Social Justice, also came from that summer work. Dr. Sally noted that the use of technology in the classroom and student growth projects were other larger examples. Ms. Albrecht then asked how many teachers participated. Mr. Tragos answered that between curricular and student services there are about eighty IPGGs with Dr. Sally noting that hundreds of teachers participate over the summer.

## **E. New Course Proposals**

Before Mr. Tragos gave his report on New Course Proposals, Mr. Robitaille shared his thoughts on the role that the Board plays in this sort of approval. He mentioned that he was pleased that the Board no longer approves textbooks. Fundamentally, he noted that he was not qualified to make these types of decisions, but rather

administrators are the ones to determine new curriculum. Ms. Ducommun provided her opinion that in a sense the group is spoiled as they work together well and there is an understanding of what students need. She believes that this is one of the roles of the Board and that they should not abdicate their authority on this topic, but that the Board is guided rather well and the process seems easier because of this guidance. Mr. Robitaille countered that he believed the role of the Board is in approving and setting a framework for curricular development and delivery, not for individual course approval. As long as the teaching body are selecting courses and developing curriculum that meets that framework, he does not feel he is in a position to have a point of view. Ms. Ducommun commented that there are classes where there are broader implications such as competition, so to speak, of departments for resources or students or the cost of certain classes; Mr. Robitaille agreed with that point. Mr. Robitaille had hoped that the Board would have gotten to a framework or a set of foundational principles, around which, each department has to look at and design their curriculum accordingly. He believes that there are some elements to a framework already established and would feel more comfortable approving a set of principles and framework of how curriculum is developed. He did agree that the points Ms. Ducommun made are important and therefore, new courses may need to continue to be approved by the Board. He believes that even by developing school-wide foundational principles, it would not take away New Trier's traits of autonomy and collaboration. Mr. O'Donoghue expanded on Ms. Ducommun's comments and offered other thoughts on this topic. Mr. Robitaille then noted that there could be a topic in a course, that is Board approved, that is an issue. Ms. Ducommun responded that if that situation arose, there are policies in place to respond. Mr. Robitaille then said he was withdrawing his previous statement about no longer approving new course proposals.

Dr. Sally commented on a few items and thought the report was well done. He encouraged continuing this process before a policy of guidelines is created; he also noted that he did not think the two views are all that far off between establishing guidelines and what is currently in practice. It is the responsibility of Dr. Sally and Mr. Tragos to make sure that those match the values of the school. Dr. Sally thought this goal might be reached through departmental presentations. Departments would present on how they think about their curriculum, how they change it and what is important about their classroom, that way the Board could see their principles in discussion and action, which could then inform a potential policy. Mr. Robitaille agreed that was a good step. Mr. Dronen noted that he was in line with Mr. Robitaille's thinking. Dr. Glucksman asked how different departments are from each other in terms of the foundational process.

Mr. Tragos responded to the concern that if a course was approved and there was an issue in the content, that he would not see that as a failure of the system or a misalignment of an external framework, but would rather ask what the expectations are for what the student experience looks like. In terms of differences among departments, it varies, but there are a lot of commonalities. Curricular components are relevant to every department, they may approach them differently, but they are slight variations on the same process. If that is the case, Mr. Robitaille thought a set of principles should be created. Dr. Sally and Mr. Robitaille then engaged in further discussion. Dr. Glucksman offered further thoughts. Dr. Sally then asked Mr. Robitaille what is missing from the document that he would like to see. Mr. Robitaille responded he would like the principle of, as a Board, to approve a set of foundational principles that curriculum development is based on. He believes that the Board needs to continue to approve courses, but thought they could be done on an exception basis. He highlighted Ms. Ducommun's comment about resources being under the Board's purview. Ms. Ducommun noted she could not think of a class that the Board has not approved in the past decade. She went on to note that while the Board has the ability to reject a course, given what is known and how the process is articulated, give that courtesy to the professionals who do this work every day. Ms. Albrecht responded that different discussion might be had since these proposals do come to the Board, and that this is part of the transparency for the community to know that the Board is being given this information. Several members concurred that if an issue were to arise, the Board would hear about it. To which, Dr. Sally noted that usually the issue is not at the course level, but rather, for instance, regarding an article used in the course. Dr. Sally continued to share his thoughts. Mr. Robitaille then responded to those thoughts noting differences. Ms. Albrecht spoke about academic excellence in terms of the strategic plan and that as the Board learns more, so does the community. Dr. Sally thought there are items that can be brought before the Board to assure them that the principles are being followed in curriculum development. Dr. Sally said that they will work with a department to give a sample presentation, but asked for time to develop that. Mr. Robitaille wanted to make certain that it is clear that he is not trying to prescribe autonomy, creativity and the things that are valued in teaching. Mr. Tragos confirmed that Mr. Robitaille would like some sort of system or assurance of a framework that holds up to every curricular revision. Ms. Ducommun argued that the Board is not in the business of determining what the staff should pursue, but rather they come to the Board with their in-depth work and understanding and the Board gives their blessing. Ms. Ducommun thought what was being advocated was more

controlling than current practice. Mr. Robitaille disagreed and suggested doing a version of the motto for curriculum. Mr. Tragos thanked the Board for their feedback and the curricular conversation.

Mr. Tragos then went on to present the new course proposals. He thanked his administrative assistant, Ms. Olivia Koppmann, as well as, Dr. Chimille Dillard, Director of Curriculum and Instruction and her administrative assistant, Ms. Lisa Brown for their work. Twenty-one new courses, revisions and name changes were submitted; thirteen plus one memo were brought forward to the Board after being vetted by Mr. Tragos. There were 4 new course proposals, two course revisions and a number of name changes. Mr. Tragos then went on to note the new courses and gave a brief synopsis of each. They include: Skilled Trades and Emerging Careers, Broadcast Journalism 2, Guitar 1 and 2, and lastly Civics taught within Special Education. One revision to note is the combination of Latin 4 and Latin 5 in an AB curriculum. This is an innovative way for the Modern and Classical Languages department to address low enrollment in their capstone courses and allows students to complete their four-year sequence. Their plan allows students to continue the four-year sequence offering while maintaining reasonable enrollment. The curriculum will alternate each year. Art Essentials is a combination course that pairs general education students in Art and students with comprehensive special needs in the ELS program to make art together. That course will also be offered at the Winnetka campus. Lastly, was the memo on the Modern and Classical Languages summer Italy trip. This course has been on the books and dormant for many years, however, there is interest again amongst MCL faculty and students so it has been revived.

Dr. Sally commented on the three offerings that are targeted towards New Trier's special education students. He noted that it is about providing all students with opportunities and options. Ms. Ducommun commented that she was enamored with the Applied Arts' and Special Education's Skilled Trades and Emerging Careers. She thinks it is brilliant and has seen it in other communities and thinks it speaks to some needs that are out there for our students. She then questioned what the Perkins and CTEI grant money is that will cover any expenses. Mr. Tragos explained those and noted that New Trier's Business Education and Applied Arts departments apply for the Perkins grant every year. NSERVE and Perkins grant funds CTEI programs throughout the state. New Trier is part of a consortium of north suburban schools who work closely with the NSERVE director to manage the grants. They fund several different classes for New Trier. Dr. Sally noted that if the course is CTEI approved and taught by an approved teacher, that enrollment informs how much money New Trier receives. From there Mr. Tragos and Dr. Dillard, along with the departments, determine where the need is greatest. Ms. Ducommun then commented that the course felt like it might need to be more of an independent study to accommodate students at their level, but when she reviewed the curriculum, it seemed articulated and more of a traditional class. Mr. Tragos replied that it is a team taught course and the special education teacher, who will be in the class, will differentiate as needed for the students. Ms. Ducommun also noted the new name for the television production, Trevolution.

## **VII. Administrative Items**

### **A. Treasurer's Report for September 2018**

Mr. Chris Johnson presented the September Treasurer's Report. He first summarized the cover sheet, which details cash and investment balances. He highlighted the distribution of the \$121 million in cash and investments and noted they are distributed in a more typical manner, with the funds balanced between \$9 million in cash and the balance in various investments. This distribution of investments allows the District to facilitate a "just in time" maturity approach to maximize its investment returns. \$102 million are invested in shorter-term holdings of maturities of less than one year; approximately \$18 million are invested in longer-term holdings of maturities of up to three years.

On the investment side, the overall weighted portfolio yield increased from 2.09% to 2.10% for the PMA accounts and from 2.16% to 2.17% for other holdings. Per the discussion at last month's Board meeting, the District and custodial counts are now separated in two sections of the report so they are better delineated. The total receipts are about \$892,000, which is a decrease from the previous month which included substantial tax collections. The District is also starting to receive state payments as the school year begins and the state is maintaining a regular payment schedule this year.

Mr. Robitaille then asked Mr. Johnson to explain what working cash and capital projects are on this report. Mr. Johnson responded that working cash is one of the District's operating funds. There has been a balance in that fund for years and it is there, if needed, for operations. The District has not had to use it for any type of operations, but it serves as a portion of the fund balance that the Board can decide to use within statutory guidelines. Capital projects is money for the capital projects that the District is undertaking. The District is still

paying bills for those projects from the capital projects fund. The revenue in the fund comes from several sources, including the donation that was received last year, bond proceeds, and the transfers that were made from the education fund and operations and maintenance fund. Mr. Johnson confirmed that capital projects and life safety are committed funds, while working cash is not. Mr. Robitaille inquired as to why working cash is carried as a deduct from available cash. Mr. Johnson asked Mr. Myron Spiwak, Business Services Director, to give the historical background. Discussion continued around this topic including the different fund balances and the resolutions needed to move the funds. Mr. O'Donoghue noted that it could be transferred to other funds with Board approval, which Mr. Johnson confirmed. Mr. Johnson noted that the money could be moved to whatever fund needs it most as determined by the Board. Mr. Johnson and Mr. Spiwak will review how this balance is reflected on the cash flow statement in advance of the next Board of Education meeting.

Mr. O'Donoghue asked about the NIHIP (Northern Illinois Health Insurance Program) surplus and its declining rate and when it was set to end. Mr. Johnson stated that the Board and Administration committed to three years of premium holidays, with the third one taken this year. There are also insurance costs for wellness programs which are small. He further reported that the Board will see an increase in that fund next month due to another distribution of excess fund balance based on strong plan returns, so it will go up about \$350,000.

Mr. O'Donoghue, in looking at the graph of historical cash balances as a function of the expenses in those departments, asked how an adjustment would be made on that cash balance. He noted that the graph seemed somewhat deceptive about how much actual cash the District has compared to the total cost of the District's expenses. The rate of the District's burn is faster than prior years. Mr. Johnson noted that a key could be added to that graph to make it clearer about what is included and what is not. Mr. Johnson also noted and Mr. Spiwak confirmed, that capital projects were included and that the District is coming off a cycle where a considerable amount was spent on capital projects and the balances are dipping down at this point and that is why the overall cash balance is going down. It peaked in August because of the tax collections.

### **B. Financial Reports for September 2018**

Mr. Johnson reviewed the Financial Reports for September 2018. Year-to-date revenues in operating funds were 6% higher than last year primarily due to the timing of the tax collections and fees. The budget has a 3% increase in revenue in operating funds, and he explained that the increase should level out closer to 3% in future months. Year-to-date expenditures are up 1.33% over last year and the overall budget is expected to increase 2.80%. Financials are looking on track as the school year begins.

### **C. 2019-2020 School Calendar**

Dr. Sally presented on the 2019-2020 school calendar. He encouraged discussion at this meeting and a vote at the November meeting. The Board saw results at the May meeting of a survey that was completed over three years run by Mr. Paul Waechtler and the Calendar Review Committee. The end result was to make a recommendation for the 2019-2020 school year. One main issue that needed to be decided was if final exams were going to be before or after Winter Break. There was no real consensus from the surveys and the focus groups; therefore, the recommendation is to keep final exams two weeks after students return from Winter Break. This will allow students to re-engage as they return to school, but still allows for a homework free Winter Break. The proposed calendar has an August 26<sup>th</sup> start date for students.

Dr. Sally then went on to discuss student stress and noted that the District is looking for ways to alleviate some of that. Increasingly over the past few years, New Trier has instituted no homework/no assessment breaks. This includes over not only Winter Break, but also Thanksgiving break, around the religious holidays and the Presidents' Day holiday. No homework is assigned on the Friday before break and no tests or assessments are given the Monday that students return from break. For 2019-2020, those dates will be published along with the school calendar as a way to show the District's commitment to this plan.

Another way that other schools have helped student stress and given them a way to get more sleep, along with incorporating professional development into the day, is by having late starts. The proposal is to have a weekly late start on Wednesdays. It would be a 75-minute late start and would allow students to either sleep in or to use the morning hours to get work done. The professional development that would take place during this time would ensure that all teachers could attend. Department meetings, for example, can be difficult for those teachers who have after school commitments such as athletics, clubs and performing arts. Staff meetings face similar issues; it would also allow for more consistent cohort time. It could potentially allow for students with full schedules, time to see their teachers before the school day begins. This proposal does have nine periods on Wednesdays, with a

six or seven-minute reduction in class time, which is a half-period less per month of instruction, and while this is a concern, some time is gained by eliminating the early dismissal/late start paired days. Some issues were listed in the report and are being worked on, while others are on hold, until this discussion, before engaging families, especially our special education families in order to make sure their needs are met. Dr. Sally then encouraged discussion and questions from the Board.

Ms. Ducommun noted that the challenges to placing finals before the holiday break were insurmountable and agreed that trying to manage with the way the calendar is, school would have to start way too early. Her concern is with the late start Wednesdays that have periods of only 33 or 34 minutes. Ms. Ducommun shared that she thought with this shortened class time that the educational process will be compromised, and encouraged hearing from the experts at New Trier. She is a firm believer in the advantages to students with time off, however, her concern is about compromising the educational product each Wednesday and on those days, classes will feel very quick as the Board has discussed in the past during strategic planning that even 40-minute periods feel short. Mr. Tragos then responded that costs and benefits are being weighed. He stated that students who come to school well rested and less stressed, a teacher is able to maximize some of that time with engaged and attentive students.

Ms. Goldstein thinks it is a good option to try and is curious to know if other schools have done this and wondered if it is successful, would a second day be wanted. Dr. Sally responded that Evanston has done a similar plan with early release Mondays and classes are taught in the same 30-minute timeframe. Lake Forest has a different schedule, where Thursdays are a late start for everybody, but there is a second day as well and if a student is not taking an early bird class, it is another late start day for them, so a Wednesday/Thursday combination. Lake Forest's classes are longer with a modified block schedule and classes lasting 50 to 60 minutes. Other ideas discussed would be to have a late start with 75-minute classes over two days so teachers would only see their students four days a week. Dr. Sally thought the strategic plan would have to look into that further as it felt like a big change. Another possibility would be to go to two days a month which brought up other challenges such as which Wednesdays to select.

Mr. Dronen asked how many early dismissal/late start days New Trier currently has. Dr. Sally stated three paired days, six days total. He then inquired from the surveys if there was any indication from working parents, whether they are special ed parents or not, how many students would still come to school at the usual time as some parents prefer to be home if their student is at home. Dr. Sally said he did not know, but that school will be open and a parent could still drop their student off at the regular time. He acknowledged that this is initially disruptive to families to figure out how their family unit will work within this new schedule. Mr. Dronen asked for clear communication to parents, particularly working parents. Dr. Sally agreed and thought this may reduce the current number of different schedules. Also, this would be evaluated next October as plans are made for the 2020-2021 calendar.

Dr. Glucksman mentioned that in August, California passed state bill 328, which mandated that all junior and high schools cannot start school before 8:30 in the morning. He was curious to know how 75 minutes was chosen for the late start. Dr. Sally said that three different scenarios were analyzed – 60, 75 and 90 minutes. Sixty minutes was too short, especially for department time because commuters would have to leave early. Dr. Sally would prefer 90 minutes, as more would get done professional development-wise, however, classes then become only 30 minutes long, so 75 minutes was the compromise. He then asked Mr. Waechtler to confirm that this is how the Calendar Committee came to this decision, which he did. Dr. Glucksman mentioned that perhaps the days of department meetings could be coupled with a no homework day as Mr. Waechtler noted that a time less than 75 minutes would mean commuting teachers would have to rush into their classrooms.

Mr. O'Donoghue inquired whether the proposed schedule has the same total class time as the current schedule. Dr. Sally noted that it does not - about a half a period a month is lost in a class out of 19-20 days in that month. Dr. Sally replied that a teacher would actually see their students three more times during the year than with the early dismissal/late start paired days, but there is less overall instruction time.

Ms. Albrecht thought this was a creative and an interesting way to look at this and agreed that keeping exams after winter break kept a better balance of the semesters. She also liked that this allowed for more time in the morning versus an early release which can be a concern for parents, especially regarding the whereabouts of their high school students. She was slightly concerned with the instructional time. Ms. Albrecht wondered if there was time to do focus groups on what parents and students think. She also mentioned early bird, particularly science, which would start even earlier than it currently does. Mr. Waechtler agreed, but also wondered whether more

students would be interested in taking an early bird class knowing that one morning a week they get to sleep in. Discussion then continued around this. Mr. O'Donoghue wondered whether it would be easier to have the regular frequency of every Wednesday or to overcome three days throughout the year for parents. Brief conversation then took place. Mr. Robitaille stated that, subject to the querying all the relevant groups, he would like to try this.

Ms. Ducommun offered a final thought, that if in strategic planning, New Trier ends up with something that is radically different, changes will have occurred several times, and perhaps New Trier should stay with a conventional schedule until strategic planning is complete. Dr. Sally noted it was a possibility and that the District would get feedback from parents and students. He also briefly discussed the change in the number of days for early bird music. Dr. Sally said he will bring this back in November and will keep the Board informed.

#### **D. 2018 Preliminary Tax Levy**

Mr. Johnson presented on the 2018 tax levy. It is filed in November and is for taxes collected by the District in 2019. This is a two-step process with the approval of a preliminary levy at this Board meeting and final approval at the November Board Meeting. It is based on the 2018 extension multiplied by the 2017 CPI of 2.1%, then adding an estimated value of tax revenue from new property. The levy primarily funds the 19-20 school year. It is in compliance with the property tax extension limitation law which limits the amount of the increase in taxes from year to year to the lesser of 5% or the prior year CPI. The December 31, 2017 CPI was 2.1%. The value of new property is unknown until June and must be estimated. The result is the proposed levy is higher than the actual levy to ensure that the new property can be properly taxed.

This year, the projected increase in the levy is 1.62% which is less than 2.1%. This difference is due to the debt service levy decreasing by a projected 7.7%. The decrease is driven by the conclusion of the referendum approved bonds to open the Northfield campus as a freshman campus twenty years ago. The average homeowner should experience an increase of less than 1.62% for the New Trier portion of their tax bill. It is important to remember that while the value of one's home may increase, especially during reassessment years, the District's levy does not increase by that amount and the District's tax rate will fall as the value of property in the township rises. New Trier has the second lowest tax rate out of ten peer school districts, meaning that if the home price is the same, the high school district portion of the tax bill will be substantially lower. Once the levy is completed, the Cook County clerk will send a bill to tax payers for 55% of the previous year tax bill issued in January, for payment in February, the remaining balance will be issued in July with payment in August.

The levy supports the ability to offer an excellent education to present and future students. New Trier continues to have top ACT/SAT scores in Illinois for an open enrollment school and high college enrollment. These dollars also support a deep, broad curriculum tailored to individual student interests and needs, strong student services and supports and an extracurricular program that encourages high levels of student participation. It also supports competitive salaries to attract and retain top faculty and staff which surveys have identified as a community priority. The District is proud to have a strong history of balanced budgets and after the 2003 referendum, committed to five years with no referendum and that commitment has now extended to sixteen years. The District carefully manages costs on an annual basis and has no plans for an operating referendum at this time. Appropriate reserves are also maintained to allow for the funding of operations between tax payments. The balance also allows the District to maintain the Aaa bond rating and to be prepared for any future funding changes that may occur at the state or federal level. The levy will play a key part in helping the District to present a balanced budget next year. The amount the District is requesting will allow for the continuation of an excellent education, extracurricular programs, support and services for current and future students, while maintaining a balanced budget and being strong stewards of taxpayer dollars. Mr. Johnson went on to thank the community for their continued support of the school through their tax dollars, noting that it takes the entire community's commitment to sustain the level of excellence that previous generations of New Trier students have experienced. The District is committed to continuing to provide the excellence in education that is the community's expectation and New Trier's tradition, while being faithful stewards of the community's resources. Mr. Johnson then encouraged any questions or comments.

Mr. O'Donoghue inquired about the estimated amount of new property the District anticipates for this tax levy. Mr. Johnson responded and then they had further conversation about the levy process and Mr. O'Donoghue's concern about keeping down new debt.

Ms. Albrecht noted this has been one of the lowest periods of CPI growth. Mr. Johnson concurred and stated that the average CPI growth over the past five years was 1.44 and CPI is growing at a slower rate than real world

costs. Ms. Albrecht also highlighted the no operating referendum commitment which has extended to sixteen years as well as the sun setting of the Northfield campus referendum approved bonds.

Ms. Ducommun commented that she appreciated the fact that we were not adding new bonds just as old ones were ending. She noted that some school CFOs like to add new bonds on and then tell taxpayers that they did not cost anything because taxes were not going up. Ms. Ducommun gave kudos to Mr. Johnson and his leadership and transparency for not doing that.

Dr. Glucksman moved that the Board approve the 2018 Preliminary Levy of \$105,110,719 for operating funds and \$9,490,373 for Bond and Interest and that a Public Hearing be held at the November 19, 2018 regularly scheduled Board Meeting. Ms. Goldstein seconded the motion. Upon a roll call vote being taken, the members voted as follows:

AYE: Mr. O'Donoghue, Ms. Albrecht, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Goldstein, Mr. Robitaille

NAY: none

The motion passed.

#### VIII. **Consent Agenda**

- Bill List for the Period, September 1 – 30, 2018
- Personnel Report (Appointments and Stipends)

Mr. Robitaille asked if any Board member would like to remove items from the Consent Agenda for separate discussion. No one wished to do so. Ms. Ducommun moved that the Board of Education approve the Consent Agenda which includes: the Bill List for the Period, September 1 – 30, 2018 and the Personnel Report (Appointments and Stipends). Mr. O'Donoghue seconded the motion. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Albrecht, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Goldstein, Mr. O'Donoghue, Mr. Robitaille

NAY: none

The motion passed.

#### IX. **Board Member Reports**

Mr. Dronen noted that *All School Forum* would meet on Tuesday, October 16<sup>th</sup>.

Mr. Dronen noted that the *Special Ed Parents Group* would meet on Monday, October 29<sup>th</sup>.

Mr. Dronen also noted that he met with the *Facilities, Finances and Human Resources Strategic Planning Framework Committee* and the meeting went well.

Ms. Ducommun briefly noted the *Strategic Planning Community Engagement Evening* was scheduled for this week.

Ms. Albrecht noted that the *Facilities Steering Committee* met on Thursday, October 11<sup>th</sup> and continued discussion on the Northfield security updates. She also noted that the change orders were reviewed for the Winnetka campus project. The meeting also focused on planning for the future and being a part of the Strategic Planning process.

Ms. Albrecht mentioned that the *New Trier Educational Foundation Golf Outing* went well and the *Executive Committee* will meet on Wednesday, October 17<sup>th</sup> where they will receive another update. Dr. Sally noted that the interview process for the new Executive Director is coming to a close and there will be more information for the Board at the November meeting.

Ms. Goldstein noted that Dr. Sally will discuss the *Community Engagement Evening*.

Ms. Goldstein also noted that *NSSSED* Superintendent, Kurt Schneider, has been invited to the October 18<sup>th</sup> event and looks forward to attending. Ms. Goldstein thought it was good for New Trier and NSSSED to align. NSSSED is also working on their Strategic Plan and discussing the Continuous Improvement Cycle. Their foundation is having its annual campaign and Ms. Goldstein is collecting donations.

Dr. Glucksman reported that the *Policy Committee* met and the results of that meeting were shared by Mr. Tragos earlier in the evening.

Dr. Glucksman mentioned that the *Parents' Association* had their first Parent U talk. He noted that Dr. Tim Hayes did a wonderful job discussing the stress reduction toolbox. Some students were there and he especially noted senior Jade Harris, who shared her perspective. Dr. Glucksman also complemented Dr. Hayes' neurobiology of stress overview. The next meeting will take place on October 23<sup>rd</sup>.

**X. Calendar of Events & Board Members' Requests for Staff Research and Future Agenda Items**

Calendar of Events: Dr. Sally highlighted the following dates, which included:

- the Community Engagement Evening on Thursday, October 18<sup>th</sup>; he also thanked the Board for their planned attendance. The evening will include focus groups who will discuss their priorities for the strategic plan. He also mentioned the community survey, the strategic planning committee will meet on October 25<sup>th</sup> to review the results. There were almost 5,000 responses.
- Sports teams are finishing up their fall seasons.
- Parent-Teacher conferences are on November 7<sup>th</sup> and 8<sup>th</sup>, which is a wonderful night for our teachers and parents to discuss their student's development.
- Institute Day is on November 9<sup>th</sup> where faculty will discuss strategic planning and framework areas. Dr. Sally also thanked the Board for their participation on their respective framework committees. The first meetings have been productive and the different perspectives beneficial.
- He also encouraged the Board to take note of all of the other various meetings and committees.

Requests for Staff Research & Future Agenda Items: Mr. Dronen requested a review of the estimated costs for the summer school program. Ms. Ducommun requested that a survey be completed as a way to gather feedback on which courses students might like to see in summer school.

**XI. ADJOURNMENT**

Mr. O'Donoghue moved and Ms. Ducommun seconded the motion to adjourn. Upon a voice vote being taken, all members indicated they were in favor.

The meeting adjourned at 9:59 p.m.

Respectfully submitted,

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Lindsey Ruston, Secretary

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Gregory Robitaille, President