

**NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203
REGULAR MEETING OF THE BOARD OF EDUCATION
December 16, 2019
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, December 16, 2019 at 7:00 p.m.

Members Present

Ms. Cathy Albrecht, President
Mr. Keith Dronen
Ms. Carol Ducommun
Dr. Marc Glucksman, Vice President
Ms. Jean Hahn
Mr. Brad McLane

Administrators Present

Dr. Paul Sally, Superintendent
Dr. Timothy Hayes, Assistant Superintendent for Student Services
Mr. Christopher Johnson, Assistant Superintendent for Finance & Operations
Dr. Joanne Panopoulos, Assistant Superintendent for Special Education
Mr. Peter Tragos, Assistant Superintendent for Curriculum & Instruction
Mrs. Denise Dubravec, Principal – Winnetka Campus
Mr. Paul Waechtler, Principal – Northfield Campus

Absent

Mr. Greg Robitaille

Also Present

Ms. Gail Gamrath, Assistant Principal, Northfield Campus Mr. Scott Williams, Assistant Principal for Student Services; Mr. Mike Lee, Assistant Principal of Administrative Services; Dr. Chimille Dillard, Director of Curriculum and Instruction; Dr. Renee Zoladz, Director of Human Resources; Ms. Niki Dizon, Director of Communications; Ms. Athena Arvanitis, Assistant Principal for Student Programs and Operations; Mr. Myron Spiwak, Director of Business Services; Mr. Spiro Bolos, Social Studies Faculty and New Trier Educational Association President; Mr. Ted Kouleentes, Sophomore Boys Adviser Chair; Mr. Steve Belford, Business Education Department Faculty and Career Services Coordinator; Ms. Leanne Atwell, Social Work Department Faculty; Ms. Jenny Lim, English Department Faculty; Ms. Julie Bar, Mathematics Department Faculty; Mr. Jamie Atwell, Social Studies Department Faculty; Ms. Angela Burns, Library Department Faculty; Mr. Bill Cline, Special Education Department Faculty; Ms. Jen Karakosta, Applied Arts Faculty and New Trier Educational Association President-Elect; Ms. Johannah Wininsky, Kinetic Wellness Department Faculty; Mr. Terry Phillips, Mathematics Department Faculty; Ms. Katie Kritek, Kinetic Wellness Department Faculty; Ms. Elaine Kollar, Science Department Faculty; Ms. Carrie Sowa, Kinetic Wellness Department Faculty; 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 – 5:30 p.m. – Rm. C234

Ms. Albrecht called the Regular Meeting of December 16, 2019 of the Board of Education to order at 5:32 p.m. in Room C234. Roll call was taken and all members were present, except for Mr. Robitaille. Ms. Albrecht asked for a motion to move to Closed Session. Dr. Glucksman moved that the Board adjourn to closed session for the purpose of discussing collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees; security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property; and the placement of individual students in special education programs and other matters relating to individual students. Ms. Ducommun seconded the motion. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Mr. McLane, Mr. Dronen, Ms. Albrecht

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

II. CLOSED SESSION – 5:30 p.m. – Rm. A201A

III. BUSINESS MEETING

Open Session – 7:00 p.m. – C234

Ms. Albrecht called to order the Open Session, Regular Business Meeting of the New Trier High School Board of Education of December 16, 2019, at 7:13 p.m. All members were present, except for Mr. Robitaille.

IV. Minutes

Ms. Albrecht asked for any comments or adjustments on the minutes of the Regular Meeting of November 18, 2019 (open and closed session). Ms. Ducommun made one request for a change. Ms. Ducommun moved, and Ms. Hahn seconded, the motion to approve the minutes of the Regular Meeting of November 18, 2019 (open and closed session), as amended. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Hahn, Mr. McLane, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Albrecht

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

V. Communications

Ms. Albrecht 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. Two people came forward to address the Board. The first was Mr. Ted Wynnychenko. Mr. Wynnychenko shared continued concerns from the presentation at the previous Board meeting regarding safety matters. He did note that he is glad that the District is also focusing on mental health.

The second to speak was Mr. Raanan Crystal of Wilmette and, who is a New Trier parent. He spoke on the recent student suicides, asking the District to address are mental health support and bullying. He went on to share additional comments and requests.

VI. Special Orders of Business

A. Report from Campus Principals

Mr. Paul Waechtler, Principal of the Northfield Campus, shared the following information about events and programs at that campus:

- The Identity Project took place on December 4th. It is a half day program for all students that is dedicated to looking at the climate of the campus while focusing on relationship building, empathy, and self-awareness. It ties into New Trier's Strategic Plan, particularly the Student Personal Growth, Engagement and Well-being framework area. Mr. Waechtler also wanted to highlight that there is a Student Advisory Board that has 41 members that are upper classmen who are a part of this program. Several members of that group went to Joseph Sears School to conduct a lesson on Social Emotional Learning for teachers and students, which will take place on a quarterly basis.
- The Tri Ship Annual Canned Food Drive collected a campus record of 11,000 pounds of food and \$1500 in donations. There were three adviser rooms that brought in over 1000 pounds of food each, they included Mr. Matt Ravenscraft, Adviser and Modern and Classical Languages Department Faculty, Mr. Matt Shedroff, Adviser and Special Education Department Faculty and Mr. Dan Gross, Adviser and Special Education Department Faculty.
- 17 Adviser rooms participated in organized fundraising activities to purchase the gifts for their respective Northwestern University Settlement House (NUSH) family.
- The Frosh/Soph Musical, The Wedding Singer, took place a couple of weeks ago, and was performed by a very talented cast.
- The Class of 2024 recently took their placement tests.
- There was also a meeting for parents of incoming students with an Individualized Education Plan (IEP) that was hosted by Dr. Joanne Panopoulos, Assistant Superintendent for Special Education and Ms. Pat Savage-Williams, Special Education Department Coordinator.
- Academic Life, for all families, will take place after Winter Break.
- Finally, Mr. Waechtler wished everyone a wonderful Winter Break.

Mrs. Denise Dubravec, Principal for the Winnetka Campus, shared the following student events and program updates from that campus:

- Two great performances recently concluded – Pride and Prejudice as well as the Wedding Singer.
- There is a Dance Show scheduled for the upcoming weekend.
- This past Sunday, the 102nd Winter Festival was held, and it was truly a remarkable performance by students and staff.
- This past Saturday, there was a Special Olympics Basketball Tournament.
- This upcoming Friday, the High Five Choir will perform their annual winter break send-off for students and staff.
- The Winnetka campus provided holiday support for 89 families for NUSH, which is a record for New Trier.
- Fundraising for the Habitat Home has continued to take place with the Tom Deluca Show this past Friday. There was also a Staff versus Students Basketball Game to benefit Habitat. Mr. Matt Sloan, Science Department Faculty, hitting a three-pointer to tie the game, with Ms. Molly Lombardi, Social Studies Department Faculty, hit a two-pointer to win the game in overtime.
- Tri-Ship Tree sales also continue.

Mrs. Dubravec also extended her deepest condolences to the Carr-Smith family. A little over a week ago, Mr. Connor Carr-Smith, a sophomore at New Trier High School, passed away. She noted that her thoughts are with Mr. Carr-Smith's family, friends and teachers.

FOIA Report

Mr. Chris Johnson, Assistant Superintendent for Finance and Operations, noted that there were no FOIA requests received since the last Board of Education Regular Meeting.

B. Overview of New Trier's Mental Health Supports

Dr. Sally presented an overview of New Trier's Mental Health Supports. He thanked the community member who shared his public comments, noting while some of his comments were on point, while others were not. There are many services available at New Trier and the school cares about its students and is a relationship-based institution. The school also has some of the best resources and best practice plans in place in regards to these kinds of issues. Dr. Sally then highlighted some key takeaways. He also announced that there will be a parent night on Wednesday, January 15th, which will be a panel discussion on mental health, anxiety, depression and suicide. More information about the evening will be forthcoming. There is also direct work in progress with students and student groups who want to talk about mental health, such as lunch 'n learns, as a way to bring students together to discuss this topic. All of this is part of the District's strategic plan, New Trier 2030. Several faculty members in attendance this evening focus on this type of work – engaging students and making sure they are doing well. Dr. Sally went on to thank those in attendance, both social workers and advisers, for their work.

He went on to highlight six focus areas and briefly discussed each area and provided examples of programs and work within each. He did note that each year programs are evaluated. Most recently, it was determined that the social work program needed additional support for those students visiting the office and those extra resources are in effect. Dr. Sally noted that the school is thankful that students reach out for help for themselves and their friends. He also mentioned how fantastic it is that New Trier students are visiting Sears School to teach social emotional learning skills. Dr. Sally acknowledged that work needs to continue around this issue, that New Trier students are stressed and have anxiety. The school also acknowledges that part of that work includes work on students' social emotional skills in order to manage stress, get along with one another, and empathize with one another. The District is strongly dedicated to this work and will communicate this with parents and students. Dr. Sally then invited questions and comments from Board Members.

Dr. Glucksman noted that the first line of recognition is often peer to peer and he inquired as to the effectiveness of the Trev Tip Line. Dr. Sally noted that the number of tips to the line does vary, but that it is very effective and has been receiving a lot of tips and concerns. Mrs. Dubravec added that the school has tried to do a good job of communicating to students' ways in which they can see something and say something. She noted that first and foremost, they should go to an adult. Other reporting options include Trev Tips and Text a Tip. She has been impressed with students' thoughtfulness and their concern for other students. Students also have the option to leave their name so an administrator can follow-up with them, otherwise, there is the option for anonymity. Mrs. Dubravec noted that students are using these options, which Dr. Sally agreed with, noting that they are being used for a variety

of reasons, such as concern for the safety of a student, but also about an incident that perhaps made them feel uncomfortable.

Mr. McLane thanked Dr. Sally for the comprehensive overview. He would like to see how New Trier compares to neighboring schools – both public and private, in order to see what they do and if New Trier is as good or better or if there are gaps that need to be closed. Additionally, he thought it would be helpful to see the comparison of the best practices cohort of other high schools that New Trier is a part of, and finally a touch stone of best practices that New Trier's practices were built on. That evaluation analysis would be helpful, so that the District can say concretely that it is as good or better than any other high school program. Dr. Sally responded that the good or better evaluation is hard to process because of different contexts, but the school does need to keep learning all it can to ensure it continues to get better and provide the necessary resources for students. Dr. Sally said that the District will provide comparisons of the number of social workers and psychologists and notes that New Trier is well staffed.

Dr. Hayes mentioned that the District's participation in groups such as the Crisis Response Network of the North Shore, the Coalition for Drug Free Communities and the Consortium gives the school an opportunity to talk with other schools. The Crisis Response Network is a wonderful opportunity for the District and there is a lot of conversation that happens between New Trier, Loyola Academy, North Shore Country Day and Glenbrook South on a monthly basis that focuses on what each is doing in trying to address different areas of need. Beyond the statistics, there is a strong interpersonal connection with administrators in those school districts that is helpful.

Ms. Hahn inquired how students select into the affinity groups and does the school do active outreach to encourage students to join those groups, to which Dr. Hayes responded that advertising is done in public spaces as well as through adviser rooms and announcements. Since these are affinity groups, a participant must share the identity of whatever the affinity group is built around. In addition, the school works to have adults who also share that affinity lead the group, when possible. Ms. Hahn then noted that the January panel is excellent, especially if this is seen as a school-parent partnership and inquired what can be done to bring more parents into this so they can be better prepared to be active partners. She noted that Family Action Network (FAN) does a lot of presentations, but asked if the school actively does more education. Dr. Hayes responded that that occurs through Parent University, via the Parents' Association. Dr. Hayes and Mrs. Dubravec meet with the facilitators of Parent University to determine programming for the upcoming year, noting that fairly consistently, programs do focus on parental concerns such as mental health and substance abuse.

Mr. Dronen followed up to Ms. Hahn's inquiries by noting that communication with parents is extremely important. He noted that there is still a strong stigma pertaining to mental health issues and while it is not the sole responsibility of the school, to the extent that the school can reach out, it should. On the issue of identifying students at risk, he noted that the tricky part, is that mental health issues may not manifest themselves until a certain time or due to a certain event that happens. He noted that the school and advisers need to be on top of their game, so if a student exhibits signs of distress, a student can receive help immediately. He is happy with the steps that the school is taking. He then inquired, as he has at past meetings, if there will be an increase in social workers or support in the short-term. Dr. Sally responded that an increase in staff has taken place in the short-term and went on to share additional thoughts. Mr. Dronen then inquired, similar to a question he had at another Board meeting, where the school draws the line between identifying a student at risk and receiving outside provider support. Dr. Hayes noted that this was one of the reasons that the school has partnered with consultants to do a service delivery model analysis. He went on to answer that those receiving help outside of school, very likely need support during their school day in order to access their academic program.

Ms. Ducommun thanked Dr. Sally for his presentation and noted that she thought that by saying New Trier has "programs" for certain things is to not do justice to all the broad efforts that are made to embrace students. While one might be able to call it a bullying program at the junior high level, at New Trier, it is called social emotional learning and it is pervasive throughout the organization, it is within classrooms and the adviser room. She noted that the adviser program is very expensive to run, but that New Trier is committed to it. There are many resources and approaches to these items, that to label our work as "programs" does not do justice to the school's multi-faceted efforts, spending, and human resources with teachers, coaches and staff members. Ms. Ducommun has been associated with the school since 2003 and it is an amazement to her how deep those resources are which is very fortunate. A third of students, which the Board learned at the last meeting, do seek social work or psychologist help both in the school and outside of the school. So the community, while there is always a stigma around mental health issues, understands, partly through the directions of staff members referring families and students elsewhere as need be. She noted her amazement at how broad the school's services are and that they simply are not a program that

comes and goes. It is teaching students life-long social emotional skills and really addressing the kind of issues the school sees that students need to learn. Dr. Sally responded that the training of teachers and staff in the areas that he mentioned is what is important in our relationship-based institution.

Dr. Glucksman mentioned the Youth Risk Behavior Survey (YRBS) which has a tremendous amount of data that allows the school to look at trends and compare the data nationally though New Trier's student population is different in certain ways. In terms of being proactive, he inquired how much the school uses the data that it has and collects in terms of the resources that it has, particularly in being flexible enough. Dr. Hayes responded that the YRBS survey data is used quite a lot and shared the various ways that the data supports the work of the school.

Ms. Albrecht noted that previous discussion between her and Dr. Sally included how this needs to be a continuing education of the community, parents and students. She noted that the website is going to be improved to support this education, to which Dr. Sally confirmed. He went on to note that while the resources mentioned are on the school webpage, they have not been located in just one spot. The updates will now include one centralized landing page with all resources found there for parents and students. Ms. Albrecht noted that it will also allow the community to better understand what the school does.

Dr. Sally said that all of this work is a good start, but there is a lot more work to be done. He went on to thank teachers and staff for all the work they do on behalf of students, both social emotionally as well as academically, as it is the role of the school to help students become ready and well-prepared for their future.

C. Intellectual Engagement, Growth, and Readiness: 2019 School Report Card, 2019 Standardized Testing Report, Profile of the Class of 2019

Mr. Peter Tragos, Assistant Superintendent for Curriculum and Instruction, presented on all three reports pertaining to the intellectual engagement, growth, and readiness of students. These reports give the school-wide community and the Board a perspective on student achievement, growth, and different measures of readiness. Despite the many data points included, this is just one of the ways in which the school supports students' development and readiness. Mr. Tragos began with the 2019 School Report Card which shows how well students perform academically and how the school is progressing on a wide range of goals. It is also part of the State of Illinois' accountability system, which Mr. Tragos further explained. The Report Card includes a summative designation, which is a descriptor of how well the school is meeting the needs of all students. New Trier received a summative designation of exemplary at both campuses. He went on to describe the eight indicators as well as a few other factors that determine a school's designation. New Trier is proud of its students and it is a collective effort of teachers, staff, administrators, parents and the Board working together to support learning for each and every student. Mr. Tragos went on to share some highlights of student achievement and this report card describes the achievements of the current class of seniors. The percent of students that are proficient in ELA, math and science are increased slightly over last year, which is a positive trend, as the state has set a very ambitious goal of achieving 90% proficiency in ELA and math for all students across the state by 2032. He went on to share accomplishments outside of academics such as postsecondary enrollment for the class of 2018 and the operating expense per pupil. Mr. Tragos then shared continuous improvement efforts that are needed such as those students who do not meet the proficiency benchmarks.

Mr. Tragos then moved on to the 2019 Standardized Testing Report. The Report is in its tenth year and is yet another way that the school communicates student achievement and progress and now includes ACT and SAT test data. He shared the standardized testing schedule by grade, noting that the school currently has two schedules going on due to the move to the PSAT and SAT suite of assessments. The District has the most historical data on ACT and a five-year average was shared. Last year, the school had its highest average composite score ACT of 28.0, which dipped slightly to 27.8 this year, which is on par for 2016 and 2017. The state score is up to 24.3, which is the highest the score has been, but there are about a third less test takers now compared to 2015, due to the ACT being no longer mandated by the state. He then shared statistics specific to the class of 2019. Mr. Tragos went on to discuss a chart that showed student data comparing their capstone English class with how they performed on their ACT. Mr. Tragos highlighted those students who take honors English classes, level 3, having never taken an Advanced Placement (AP) class before, scored an average of 28.0, which is much higher than the national average score of 20.1. He went on to discuss students in level two English classes. He then shared a chart that displayed students' capstone math courses and their ACT performance; he highlighted level three and level two students again as well. The number of ACT tests taken per student has decreased significantly over the past five years from 3 to 2.4. He attributes this to the move to SAT, and students and families are deciding how many standardized tests to actually take.

Mr. Tragos then shared where New Trier ranked in relation to the state and nationally as it pertains to the SAT. For Evidenced Based Reading and Writing (ERW), New Trier students averaged 617 and for math, the average score was 623. These scores ranked New Trier highest among its peer suburban schools. SAT and the State of Illinois have focused more on the benchmark score instead of composite scores and Mr. Tragos shared the ERW and math percentages. Based on these percentages, Mr. Tragos believes that students will adapt well to the new suite of assessments.

Mr. Tragos then moved on to the final report, the Profile of the Class of 2019. He pointed out course taking patterns, such as slightly over 70% of students take nineteen or more core academic courses over their high school career, which is a five percent increase over 2018. Just over 27% of students took exactly twenty academic courses; New Trier recommends four to five core academics per year. The electives statistics stayed consistent with just over 60% of students taking between two and four elective courses over the course of their four years and 22% of students taking more than one elective per year, which is a slight increase. Mr. Tragos then shared data on student course level profiles and information that he believes shatters assumptions for students and families, such as that a high number of students only take level four courses, which the numbers do not support. Over the course of their four years, 90% of students take a mix of levels in core academics. This trend of taking two, three and four levels classes was up at 12.2%, but fell slightly. Mr. Tragos noted that this number points to the flexibility of New Trier's level system, which is important to maintain for student opportunities across all levels over their four years. Lastly, Mr. Tragos shared the college matriculation chart. He then invited any questions or comments from the Board.

Ms. Ducommun noted that students are moving towards the five academic courses every year and gave the example that some enrollment in the music department has declined. She mentioned that students are feeling more pressure to take the five academic classes and is part of the escalation of college stress and has long term implications and asked if that could be dialed back, which may be difficult as it comes from outside pressures. Dr. Sally noted that as the District looks at the strategic plan, New Trier 2030, that it is not too far ahead to take this topic on directly. He believes that a myth the Profile helps to break is that a student has to follow an exact path of courses and shared an example that the average ACT score of students in level 3 English classes senior year is incredible and is a student who will have many options in front of them. The important message is that there are all kinds of paths through New Trier that lead to some incredible options once students graduate. Ms. Ducommun noted then when she brings the Profile report to the Parents' Association meeting, many have already seen it as it is an important report, to which Mr. Tragos added that he uses it with parents, particularly orienting them to the college matriculation chart.

Dr. Glucksman noted that he tries to distill the data down to the how and the why. He quoted "that one of the aspirations is to identify students who underperform on standardized tests, but do well in school," which he self-identifies with and inquired what one does as part of this ties into mental health and stress. Mr. Tragos noted that Dr. Glucksman was referencing the college readiness benchmarks, that they may not always predict success, to which Dr. Glucksman agreed. Mr. Tragos went on to share thoughts about social emotional learning skills that are a gateway to academic skills. He noted that New Trier students develop a set of skills that are not measured on any of these tests, which the school knows anecdotally.

Extending from that, Dr. Glucksman asked if more schools are allowing super scoring and what the expectation might be in the future given that ACT just made the policy that instead of taking the entire test again, students could select to retake only a portion or subject of it, to which Mr. Tragos replied. He added that more schools are choosing to be test optional for ACT and SAT, many of which New Trier students apply to. Dr. Glucksman noted that with the change to allow for one credit, instead of a half credit for electives, he asked what the change may be, if more students would take electives, to which Mr. Tragos responded that the amount of credit received would not drive enrollment, but rather it is based on their interests. Mr. Tragos referenced the Freshman on Track report, to which Dr. Glucksman then inquired if it was time to engage legislators in terms of recognizing New Trier as one school, instead of two different schools due to the two different campus locations. Dr. Sally answered that much work was done on this over an eighteen-month period of time during which the District was told how difficult it is make this change. Dr. Sally noted that the District wants the state to do this, which they know. Ms. Albrecht mentioned that the teacher retention part of the report makes this difficult.

Ms. Hahn noted that there was something in the School Report Card report that gave her pause, she questioned if the District is anticipating realigning resources to improve scores, essentially "teaching to the test," particularly with the state goal of achieving 90% proficiency in ELA and math for all students. Mr. Tragos noted that the District does not have any plans to realign to meet that standard right now, but the District does aim to meet that standard.

Ms. Albrecht commented that her favorite part of these reports is looking at the levels that students take, noting that it is 90% of the students who take a variety of levels, while 3.6% of students take only level four classes, 3.1% of students take only level three classes, and 3.3% take only level two classes. She said that this was an important point for students and families as a way to relieve angst that students should only be taking certain level classes. Then, when aligned with the college acceptances, the multi-level profiles that the colleges are looking at should help to lower parental anxiety, which in turn, should lower student anxiety levels. Ms. Hahn added that while she does like the report, when it is presented to parents, particularly to eighth grade parents, the place where one's child may go to college, can almost backfire. She mentioned it would be helpful to lower anxiety amongst parents with students in the lower grades, if it is coupled with information about a particular level and the type of learner it is geared towards, to which Ms. Albrecht agreed.

D. Student Personal Growth, Engagement and Well-being: 2019 Extracurricular Participation Report

Dr. Hayes presented on the student personal growth, engagement and well-being: 2019 Extracurricular Participation Report and noted that this report is significantly different in its appearance as compared to previous years. This report focused on four key questions: who is participating in New Trier's programs, who is not, what are the benefits for those who do participate and why is it that some students chose to not participate. These questions were based around last year's Board discussion on the report and its data. Dr. Hayes noted that the data collected year to year is pretty consistent and stable. Last year, the school had its highest participation rate at 88%, but it has always been around 85%. In breaking down last year's data, it seemed that students were more interested in multiple opportunities within the same area, which is interesting, but not unusual.

Dr. Hayes noted that information continues to be gathered on what students are participating in outside of New Trier's program. Students have access to opportunities in the community such as club sports, service opportunities, performing arts and even employment. When that data is included, the participation rate increases to 94%, leaving only about 6% of students who note they are not engaged in anything beyond the school day. The school wanted to know more about these students and understand their stories. There were 273 students who did not have anything listed for participation, when the 21 students who were outplaced last year are removed as they may not have had an opportunity to do anything beyond the school day, that left 252 students. Dr. Hayes then followed up with each one of those students and their advisers. This provided insight into the reasons that students were not participating, with time being the biggest factor, such as for homework, to rest and relax, for family and friends and to meet commitments at home. Dr. Hayes shared other student concerns as to why they are not participating. In talking to advisers, they shared that some of these students have complicated issues that they are struggling with such as health issues.

Last spring, Dr. Hayes worked with Hanover Research to survey all students about their experience in the extracurricular program and there were 252 responses. These responses provided insight as to the benefits students see for participating in the program, and connection with peers, was by far, the biggest benefit. Dr. Hayes went on to mention other benefits as well. Continued work is needed regarding the disproportionate data and participation by gender, IEP status, and racial identification. Each one of the extracurricular areas has taken on participation as one of their equity goals as a way to better understand what is happening in their respective area, what kinds of factors might be driving students' decisions on whether to participate and do these areas have the right opportunities to meet the interests of all students. Finally, Dr. Hayes encouraged the continued work to gather qualitative data that helps the school to understand more about a student's experience. He then invited questions and comments from the Board.

Dr. Glucksman noted Dr. Sally's presentation on mental health and that the more connected a person feels, potentially the less at risk they are at, looking at the 6% of students who do not participate in anything outside the school, he inquired if that is a cohort that is more at risk for mental health issues. Dr. Hayes responded that he heard from advisers about students who are in that cohort. He gave a brief background on how he obtained information about those students, noting that he reached out directly to each student and to their adviser. From these stories, it was learned that some of these students do not participate due to a struggle with mental health issues, the good news is that the adviser was able to respond with this information, which demonstrates that the adviser is aware of issues a student may be facing. Other students within that group are making the decision to not participate based on other commitments and what is important to them, which is seen as a positive sign as they are making decisions that are best for them. Dr. Sally mentioned that this was the first year where the data has been gathered in a way that can be fed back to advisers to obtain further information. There are students who are doing great, although not participating in outside activities, and those who are struggling and not participating, but the adviser is aware. Dr. Glucksman commented that it shows the importance of the adviser program.

Ms. Ducommun noted it was a nice analysis and thanked Dr. Hayes for reaching out further to students for their feedback. She mentioned that she liked that Dr. Hayes noted in his next steps and conclusions that the school should continue to reach out each year to gather qualitative feedback about their experiences. She thinks it is important and encourages this to be done on a broad scale with all students in athletics, performing arts and other extracurricular areas as they are subtle issues that impact a student's experience, whether it is positive or negative, and the more the school knows about that, the better.

Mr. Dronen noted that a small subset, fifteen students, mentioned that cost was a barrier to participating and he inquired to what those costs might be. Dr. Hayes responded that this was one area that needed further exploration in terms of what exact costs they are talking about. He gave the example that Mr. Augie Fontanetta, Athletic Director, mentioned, that perhaps students think that New Trier's summer school program is an extension of their participation in an athletic opportunity. Ms. Ducommun shared additional thoughts about athletics and club sports. Dr. Hayes then added an aside pertaining to athletics.

Ms. Hahn inquired if the school has data that shows the depth of participation in these activities and that the meaningful experience they are getting is directly related. She also noted the drop off senior year and inquired if they have lost interest, are too busy or no longer need it for college resumes. Dr. Hayes responded that each area does define that depth differently and in student activities, the philosophy has been that the school wants the program to be open to as many students as possible and flexible to allow students to attend when they can.

Ms. Albrecht commented that if participation by grade could be matched up to the Youth Risk Behavior Survey (YRBS), where the school is seeing an increase in certain behaviors such as binge drinking or vaping. Her concern is with the seniors' number in athletics as it is a fairly large drop, freshmen were at 66%, sophomores at 57%, juniors at 51% and seniors at 39%. She inquired if it was due to cut sports and where the fall off is with the seniors. Dr. Hayes noted that the last few times the school has given the YRBS, it has looked at extracurricular participation and substance use. The hope was that the more connected to the school a student is, the less likely they are to use substances, but unfortunately that has not been the case. Students who are highly involved in extracurricular opportunities are at least as likely to engage in risky behavior. This is a moment of real reflection for the school in determining what more can be done in the extracurricular program to send a clear message that the behavior is not only unhealthy, but will impact their performance. Discussion continued between Dr. Hayes and Ms. Albrecht, particularly around sports. Dr. Sally added his thoughts as well.

Mr. McLane noted how important these reports are and is interested to see how it will all be woven together into the mental health section so it is much more accessible and easier to understand.

VII. Administrative Items

A. Treasurer's Report for November 2019

Mr. Johnson presented the November 2019 Treasurer's Report. Receipts continue to be typical for November at just over \$1.2 million in total receipts. Interest income is over \$220,000 which is typical as investments mature at this point in the year. The weighted portfolio yield is 2.0% for PMA and 2.45% for longer term investments although rates continue to decline overall.

B. Financial Reports for November 2019

Mr. Johnson reviewed the Financial Reports for November 2019. The District's operating revenue was \$52,459,591 for the first five months, which is 1.82% higher than last year. The budget is 2.26% higher this year, but the District expects to catch up as it enters the second half of the year. Exclusive of transfers, the operating expenditures were \$35,212,869, which is 2.38% higher than last year. The budget calls for 2.10% higher, but the District expects that to level out as there were some differences in payment timing, for instance, with an earlier than usual invoice from NSSD, which in turn, the District paid earlier than usual. Fund book balances for all accounts were \$119,955,702. Mr. Johnson then welcomed questions for either report.

Ms. Albrecht inquired about the reasoning for the year-to-date drop of 25% in the Educational Fund Federal Sources, which was in the Financial Report. Mr. Johnson noted that it was a timing fluctuation, which Mr. Myron Spiwak, Director of Business Services, agreed with and although the state and Federal are better at paying in a timely fashion, it is only evaluated on an annual basis due to those fluctuations in timing.

***C. Consideration and action on a resolution providing for the issue of not to exceed \$3,335,000 General Obligation Limited Tax School Bonds, Series 2020, for the purpose of increasing the District's working cash**

fund, providing for the levy of taxes to pay said bonds and authorizing the sale of said bonds to the purchaser thereof

Mr. Johnson gave a brief presentation on this as it had been discussed at the last several Board meetings and includes three parts about issuing working cash bonds for summer 2020 construction projects. This will cover a portion of the funding for the work that will be done. In the first meeting, the purpose of the bonds was discussed, then a public hearing was held at the November Board of Education meeting. The third, and final part, is to pass a parameters resolution that authorizes the bond sale. This has been discussed with the Finance Committee and the intent is to have a bonds sale in January. The committee will review the results and determine if they are what the District expects based on the market, the number of bids and the price the District expects. If they are acceptable based on those metrics, Ms. Albrecht, Board of Education President, Mr. Greg Robitaille, Board of Education Member, Dr. Sally and Mr. Johnson will speak and accept those bids. If not, the decision can be made to wait on the private placement and instead do a public sale which would occur in February. The decision is made on what is best, financially, for the District. While a public sale could yield more bids, there is an increased cost. This will be looked at from a total cost of issuance perspective and it will be determined from there which is most appropriate. At the January Board of Education meeting, Mr. Johnson will report that the bonds have been sold and the bids that were received for them or report that the bonds have been delayed until a public sale in February. In either case, Mr. Johnson expects the bonds to be competitive. The District's last bonds were rated AAA and the adviser for the District notes that New Trier's name is very strong in the market. While Mr. Johnson does anticipate a good bonds sale, he did note that there are fluctuations in the market on a daily basis.

Ms. Albrecht noted that there was a public hearing in November, this was first introduced to the Board in October, and now there is a need for the resolution.

Ms. Ducommun moved, and Dr. Glucksman seconded, the motion that the Board of Education approve the resolution on parameters concerning the issuance of not to exceed \$3,335,000 Working Cash Fund Bonds to increase the District's working cash fund, as presented.

Upon a roll call vote being taken, the members voted as follows:

AYE: Mr. McLane, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Ms. Albrecht

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

***D. Sender School and Oakton Data Sharing Agreements**

Mr. Tragos noted that he would present on the data sharing agreement with Oakton and then Dr. Sally would present on the agreement between New Trier and the sender schools.

Mr. Tragos began by noting that New Trier has a close working relationship with Oakton Community College and the District belongs to a high school partnership program with them as well. Mr. Tragos and Dr. Sally sit on that partnership team and along with Oakton's senior leadership team are able to collaborate. Other schools that are part of this team include Evanston Township High School, Maine Township High School, Niles Township High School and the Glenbrook High School District. Strategic goals for each school are worked on, along with goals that Oakton has for its students. One of these goals includes supporting its students' career and college aspirations by increasing their initial placement into college-credit bearing classes in both math and writing as well as create opportunities for pathways and partnerships with guaranteed admission into many colleges and universities across the state. While this serves Oakton's objective, it also helps New Trier's objective as well by providing students with an opportunity to earn college-credit bearing classes upon entry into Oakton. Mr. Tragos went on to share about the obstacle seen nationwide in regards to the persistence rate among students in mathematics, who place in a developmental math and then progress to college-credit bearing math. In these cases, students only need the one general education class to either transfer to a two- or four-year college or complete their associate's degree. Mr. Tragos shared additional information on a student who might benefit from this objective.

By entering into a data sharing agreement with Oakton, it allows access to information that the District cannot currently access such as understanding New Trier students who place into a developmental math. This data allows the District to identify areas where instruction needs improving and curriculum needs adjusting. This information

will also benefit future students as they prepare for college-credit bearing classes. Constraints and parameters have been established as to how the data will be used and ultimately, destroyed. Mr. Tragos also shared about student privacy in regards to Personally Identifiable Information and provided information from the District's legal counsel as to why the District is exempt from consent requirement in the Family Educational Rights and Privacy Act (FERPA).

Dr. Sally then went on to discuss the data sharing agreement between the sender schools and New Trier, noting that this group has discussed for a number of years about the New Trier placement test. The sender schools and New Trier would like to lessen the number of standardized tests students are required to take. It is not clear if the data that the sender schools gather in sixth, seventh and eighth grade will be a good predictor for high school course recommendations that are made, but the District would like to study this with the sender schools. Glencoe School District 35 was the first to sign the agreement, all the other districts will do so in January and February. As those other agreements come through, they will be part of the New Trier Board of Education's consent agenda. New Trier is excited to study this and hopes that it gets the information that it needs out of this data. The District will report back at a later date about their findings.

Ms. Ducommun noted that if this proves to be useful, it could recast the whole eighth grade experience as well as the pressure that people feel about New Trier. She believes this pressure begins with the placement test and the letter about which levels a student is recommended for. Ms. Ducommun gave kudos for thinking about this.

Ms. Hahn noted that the stress inherent is in the placement, not necessarily in the process that is used. She also mentioned that whenever information came home about testing from the elementary schools, it was noted that this testing would have no bearing on placement. Her concern is that this could spread out stress from one concentrated day to three test days throughout junior high. Ms. Hahn wanted to make sure that the District is cognizant of the fact that this could make things worse. Dr. Sally noted that this concern has been discussed by the Township Superintendent group. As the districts go through this study and the data is of use, this group will want to further discuss any unintended consequences. Ms. Hahn then inquired if New Trier would share data with the sender schools so they could better articulate their curriculum, which Dr. Sally confirmed is part of this study as well.

Mr. Dronen wanted to verify that none of the data would be used to compare sender schools, to which Dr. Sally confirmed, noting that once the data is matched, it will be void of sender school.

Mr. McLane thanked the administration for taking this on as it will be of benefit to students and their families. He also noted that there will be a stream of information rather than a data point.

Ms. Ducommun noted, as it relates to the Oakton agreement, that she was one of the ones who expressed concern when it originally showed up on the Consent Agenda a couple of months ago. She noted her appreciation of the work to communicate the legal aspect of that and how it applies within the exception to the information protections. Ms. Ducommun did note in an email earlier in the day to Dr. Sally and Mr. Johnson about data security in general. Mr. Johnson noted at that time that other districts have policies around data privacy efforts. Ms. Ducommun then asked if that should be referred to the Board Policy Committee to investigate this under Mr. Johnson's guidance, to which Dr. Sally agreed.

Ms. Albrecht noted that Oakton offers so much and there are a variety of reasons why New Trier students may utilize opportunities at Oakton, she inquired if Oakton gets this information out to area high schools. She particularly noted the guaranteed admissions. Mr. Tragos noted that there is guaranteed admission to Lake Forest College and Elmhurst College, with Ms. Albrecht noting Loyola University of Chicago and Marquette University as well. There is also a partnership with the University of Illinois as an engineering pathway. She believes that it would relieve some angst if a student has decided to switch if the four-year track is not working for them.

Ms. Albrecht noted that the District needs to review the data relating to the remedial math issues, to which both Dr. Sally and Ms. Ducommun agreed.

Dr. Glucksman moved, and Ms. Hahn seconded, the motion that the Board of Education approve the Oakton Community College and New Trier Township High School District 203 Intergovernmental Agreement for a Study of Longitudinal Data Sharing and Analysis, as presented.

Upon a roll call vote being taken, the members voted as follows:

AYE: Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Mr. McLane, Ms. Albrecht

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

Dr. Glucksman moved, and Ms. Hahn seconded, the motion that the Board of Education approve the Intergovernmental Agreement to Share Data between the New Trier Township High School District No. 203 and Glencoe Elementary School District No. 35, as presented.

Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Mr. McLane, Mr. Dronen, Ms. Albrecht

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

E. Board Policy – First Reading (2-220 Board of Education Meeting Procedure, 6-340 Student Testing and Assessment Program, 7-150 Agency and Police Interrogation)

Dr. Sally presented the first reading of Board policies 2-220 Board of Education Meeting Procedure, 6-340 Student Testing and Assessment Program, and 7-150 Agency and Police Interrogation. He gave a brief summary of the changes to each policy. There were administrative procedures that are a part of policy 7-150 Agency and Police Interrogation and while those associated procedures are not voted on by the Board of Education, feedback from the Board is encouraged and modifications will be made based on that feedback. These policies will be voted on at the next Board of Education meeting. Dr. Sally asked for any questions or comments.

Mr. McLane noted that there should be consistency in policy 7-150 in calling them “interviews” and not “interrogation” as he found in one place. Dr. Sally thanked him and noted that the change would be made.

Ms. Albrecht inquired if the administrative procedures were new. Dr. Sally responded that they are not new in terms of actions that have been done in the past, but wanted to make sure it was seen by the Board and established as the District’s practice. Discussion continued between the two on this topic.

VIII. Consent Agenda

- Bill List for the Period, November 1 – 30, 2019
- Personnel Report (Resignations, Retirement and Stipend) & Addendum
- Board Policy – Second Reading (2-70 Vacancies on Board – Filing Vacancies, 2-100 Board Member Conflict of Interest, 2-230 Public Participation at Board Meetings, 2-260 Uniform Grievance Procedure)
- Alltown Transportation Contract Renewal for Student Transportation
- Contract with Wight for Architectural for Analysis of Academic, Athletic, and Kinetic Wellness Needs on East Side

Ms. Albrecht asked if any Board Members would like to remove items from the Consent Agenda for separate discussion. Ms. Ducommun requested that the Contract with Wight for Architectural for Analysis of Academic, Athletic, and Kinetic Wellness Needs on East Side be pulled for further discussion.

Dr. Glucksman moved that the Board of Education approve the Consent Agenda, which includes: Bill List for the Period, November 1 – 30, 2019; Personnel Report (Resignations, Retirement and Stipend) & Addendum; Board Policy – Second Reading (2-70 Vacancies on Board – Filing Vacancies, 2-100 Board Member Conflict of Interest, 2-230 Public Participation at Board Meetings, 2-260 Uniform Grievance Procedure) and extending the Alltown Bus Service transportation agreement for the 2020-21 school years and authorize the Assistant Superintendent of Finance and Operations to execute the agreement. Mr. McLane seconded the motion. Upon a roll call vote being taken, the members voted as follows:

AYE: Dr. Glucksman, Ms. Hahn, Mr. McLane, Mr. Dronen, Ms. Ducommun, Ms. Albrecht

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

Ms. Ducommun noted she was not on the Board for the construction at Winnetka and is not familiar with how that timing worked. She went on to note that this contract is asking for \$4.7 million and most of that will be spent after a decision is made by this Board in November of 2020 whether this will proceed or not. She inquired if it was typical to say that the District is going to spend a little bit of money to figure it out and then a decision will be made, but all of the money is being approved. Ms. Ducommun asked how the Board is protected and noted that it seemed odd to approve the entire amount if the District is still in the process of making a decision. Mr. Johnson noted that it was a good question and good to explain it. He went on to explain how architectural contracts are structured. He noted that the Facilities Steering Committee is comfortable with committing to do the analysis and the study this year, which is phase one that will occur between now and May, costing \$350,000 or up to \$390,000 with other services. Work will not proceed past May without the Board authorizing it. In May, three different recommendations could occur, which Mr. Johnson shared. Questions and discussion continued between Mr. Johnson and Ms. Ducommun. Dr. Sally noted that a formal notice to proceed needs to be given in order for work to continue. Mr. Johnson noted that another stop point is in November of 2020. The District uses the AIA (the American Institute of Architects) contract format, which is heavily modified with the District's lawyer. This allows the District to use this comprehensive contract while allowing for these stop points, and while they are not typical, they are appropriate for this type of project as it allows for the project to be paused as the study is conducted and allows the District to see where the study leads.

Ms. Albrecht wanted to confirm that while this evaluation is done, there will be multiple options that the Board can assess based on the cost and the scope. Mr. Johnson noted that the Facilities Steering Committee will vet these options along with the Board prior to May. He shared additional thoughts and confirmed that there will be decision points along the way as well.

Mr. McLane moved that the Board of Education approve the contract for Wight & Co. architectural services as presented, subject to final review by legal counsel and authorizing the Assistant Superintendent of Finance and Operations to execute the agreement. 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. Hahn, Mr. McLane, Ms. Albrecht

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

IX. **Board Member Reports**

Ms. Hahn mentioned that she attended the Illinois Association of School Board's (IASB) Joint Delegate Conference on November 23rd. There were 451 seated delegates, which was down from last year. The resolution that Ms. Hahn went to vote against was IASB's support of legislation that would allow school districts to set school safety and student protection plans that would allow trained armed school teachers and staff. It failed by a vote of 198 for the resolution and 249 votes against. Last year, when an identical resolution was up for a vote, there were 408 seated delegates, out of 852 school districts in the state, 179 voted for it and 203 voted against it. The related resolution on the grant for Student Resource Officers (SROs) did pass. She noted the process was an interesting one, though there was not a lot of discussion on any of the issues. The most interesting discussion occurred when the districts who drafted the resolutions came through with their rationales. She noted that many of the Board governance resolutions made her appreciate what a functional Board New Trier has as there are some pretty difficult situations that require these resolutions. She thanked the Board for letting her represent them.

Ms. Hahn reported that the **Community Engagement Committee** met on December 4th. She noted the two goals of the Committee for the year as outlined in the Annual Plan. In relation to relieving anxiety prior to students transitioning to New Trier, Ms. Niki Dizon, Director of Communications, along with her department and the

Committee have created a publication that will be sent out for the eighth grade orientation in January. It is very student focused and concentrates on life at New Trier. The Committee would also like to increase community partnerships and are surveying and identifying current partnerships with community entities that service New Trier students. A survey was sent to staff in regards to this. Once current partnerships are identified, the Committee will review where there are gaps.

Ms. Hahn then went on to discuss the **Environmental Committee**, which met on December 6th. There was robust discussion, particularly around how the school could improve sustainability practices and communications. New Trier has become a benchmark for sustainability for other districts for this work. The Solid Waste Agency of Northern Cook County (SWANCC) did an audit of New Trier's sustainability practices and from that, Mr. Daftan Blair, Building Operations Manager at the Northfield Campus and Sustainability Coordinator, has given three tours to other districts to highlight the great work that is being done at New Trier.

Mr. Dronen attended the **New Trier Education Foundation's** meeting. Financials were discussed, including the substantial increase in revenue from the previous year. The Foundation will also be starting a New Trier Young Alumni Leadership Council that will include ten to fifteen members ranging in age from 22 to 40 years old. The group also reviewed the independent auditor's report. Mr. Dronen noted that the Foundation also has an updated website. On May 19, 2020, the Foundation will host Pitch Night for the Incubator Program. The program offers students an authentic entrepreneurial experience where they will create and fully develop their own product or service. Students will be taught by a team of teachers, volunteers and mentors who have expertise in these particular subject matters. Those running the program are currently looking for volunteer mentors and judges.

Mr. Dronen attended the **NSSSED Leadership Council** last week. They continue to work on their new financial model with NSSSED's financial committee having met four times, with more meetings scheduled in regards to this. Also discussed at the meeting, was a learning system assessment tool which six member districts have expressed an interest in, this was discussed at last month's Board meeting.

Dr. Glucksman noted that the **Policy Committee** met and presented first readings earlier in the meeting.

Dr. Glucksman also noted that he was looking forward to attending the **Strategic Plan Advisory Group** on Wednesday.

Ms. Albrecht reported that she and Mr. Johnson attended an ED-RED meeting. ED-RED is a school lobbyist, who represents mainly suburban schools. A state representative presented on the Property Tax Relief Tax Force report which is due December 31st. While it is still a work in progress, he mentioned there potentially being a TIFF district reform, PTELL reform, and property tax relief fund that would assist retirees who are not able to afford their taxes to stay in their homes. One item that was not mentioned was an increase in the deductibility of property taxes. Mr. Johnson thought this was a good summary and noted that the District is tracking it very closely as well as that ED-RED has been an excellent resource. Ms. Albrecht also noted that ED-RED was encouraging districts to stay in contact with their legislators.

Ms. Ducommun noted that she attended both the **Parents' Association** meeting and the **Fine Arts Association** meeting. Mrs. Dubravec gave really lovely and heart-felt presentations and had conversations around the student suicide and the inadvertent lockdown, which the parents really appreciated. Both groups expressed how lucky they felt to be a part of these meetings, but noted that it is something that others are able to hear as well. Ms. Ducommun thanked Mrs. Dubravec for her empathy, concern and forward thinking about what the school is going to do as it all sets the right tone for parents. For the Parents' Association, all dues are almost collected partly thanks to how the website looks. She thanked Mr. Johnson, Mr. Spiwak and others for making that a reality. The group is also trying to find the optimal schedule for all the different parent programs so it is not too much at certain times where people are not able to take advantage of everything.

Mr. McLane added to the report on the **Community Engagement Committee**, by noting that Ms. Dizon was very thoughtful about sending the draft version of the document ahead of time and was responsive to feedback.

The **Facilities Steering Committee** did not meet, but Mr. McLane noted that Mr. Johnson sent a quick, comprehensive overview and everything is proceeding as planned.

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

Calendar of Events: Dr. Sally highlighted the following dates:

- This is the last week before Winter Break.
- The next Board of Education meeting is on Tuesday, January 21st due to there being no school on the Martin Luther King holiday on Monday, January 20th.
- The week of January 21st is also the week of semester exams.
- The parent evening will take place on January 15th and more information will be sent shortly.

There were no requests for Staff Research and Future Agenda Items.

XI. ADJOURNMENT

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

The meeting adjourned at 9:26 p.m.

Respectfully submitted,

Lindsey Ruston, Secretary

Cathleen Albrecht, President