

Minutes of A Special Meeting  
of the  
Lake Forest School District 67  
Board of Education

Monday, June 28, 2010  
6:00 – 7:00 p.m.  
Lake Forest High School  
West Campus

**CALL TO ORDER AND ROLL CALL**

The Special Meeting of the Board of Education was held at Lake Forest High School West Campus in Seminar B and C and called to order at 6:02 p.m. by Julia Wold.

Board members present:

Sally McDonald	Jeff Pinderski
Rick Salzer	Chris Rossman
Laurie Rose	Julia Wold
Absent: John Julian	

Administration Present:

Dr. Harry Griffith, Superintendent  
Allen Albus, Deputy Superintendent  
Dr. Julie Cooley, Asst. Superintendent  
Dr. Ingrid Wiemer, Everett Principal

Staff Present: Pam Burke, Board Clerk

Guests Who Signed in: Karen Clemens, LFEA, Mary Manzer, parent, Teri Albus, parent, Hannah Emmanuele, parent, Ann Forowycz, parent, Lynn Villaflor, parent, Lynnette Hinch, parent, Vicki and Peter Douvlis, Lisa Weis, parent, Mark McGreevy, parent, Andrea Cutting, parent, Hillary Till Colligan, Michelle Gramza, parent, Kirsten Maxwell, parent, Jen Lower, parent, Leslie Crawford, parent, Choosri Goebel, parent, Holly Wales, Exec. APT liaison, Lydia Steck, APT President, Julia Benda, parent, Tim Goebel, parent, Megan Stockton, parent.

**OPEN SESSION**

Mrs. Wold welcomed members of the audience to “coffee and conversation with the Board of Education.” She advised that follow up information regarding this meeting will be posted on the website. She also noted school coffees will be held beginning in the fall.

Mrs. Rossman presented an overview of the function of the Education Committee and how it interfaces with the Board of Education. She explained the process by which the committee moves toward arriving at the goals.

Mrs. Rossman opened the floor to questions, suggestions and discussion. The conversation focused on varying topics including a discussion of the Education Goals, Vision Statement and Objectives. A question was raised as to how goals and objectives, which are very broad in scope, relate to the vision statement. It was noted that the vision statement has remained the same since 2008 and that the goals are confusing and unclear.

Mrs. Rossman advised that the initiatives change over time because they are measured year to year as they relate to the performance goals and vision. A second question in regard to Vision Statement #3 (Emotional Wellness) was raised, what are the benchmarks or bullet points that determine if the vision is being met? Is there a list of benchmarks which delineate progress toward the vision? If not, it was suggested that such a list be created.

Discussion of Vision Statement #2 began. Concern was voiced that the performance goals are targeted too far in the future and that the direction of the goals should be more clearly defined. It was also noted that the District should take advantage of what other districts have learned about how to bring the 21<sup>st</sup> Century into the classroom. District parents would like to see activities and action items sustaining current curricular standards as well as specific timelines as they relate to the vision statement.

Parents concurred that they would like to see parent coffees or some types of open forum meetings held periodically throughout the school year at each of the District 67 schools. Topics revolving around the curriculum as well as bullying were mentioned as specific items to be addressed. Parents want to be kept informed and want to provide feedback.

A concern was raised that currently, Lake Forest schools are not appearing in newspaper or magazines like surrounding districts (Newsweek, Sun Times, were mentioned.) If Lake Forest says the schools are among the Best in the Nation, there needs to be evidence thoroughly publicized. The way in which other schools and communities perceive Lake Forest schools is vitally important.

Discussion of the high school ranking followed. It was noted that the high school is not ranked among the best high schools in Illinois and is outranked by many surrounding communities. Concern was voiced regarding Lake Forest High School test scores. The curriculum needs to focus on the core subjects to improve those scores rather than adding peripheral programs to the curriculum (i.e. Mandarin.) High test scores help to sell Lake Forest homes.

A member of the audience noted that test scores are important but care needs to be given to the child as an individual. 21<sup>st</sup> Century learning is about innovative ways

that each child receives what he/she needs in the classroom. The unique challenges of each child need to be identified and addressed. Process and what to do if there is a breakdown in the process was discussed. Several questions were raised. If there is a breakdown in the communication process, and the child is not getting what he/she needs, where is the breakdown occurring and how can it be fixed? Who is overseeing the needs of the child and to whom can these concerns be addressed?

A DPM middle school teacher was present and responded that often a student is referred to a problem solving team which includes the school psychologist. Each school has a team in their school building. The process for testing and measuring the child's needs was discussed. One parent noted that children don't always receive the testing they need and the problem solving process in the elementary schools seems to take a long time to complete. One parent noted the difficulties her child experienced first grade through fifth, until one teacher recognized his challenges. Another parent, who is fairly new to the district, noted her child comes home nightly with a lot of "enrichment" paperwork. She is not accustomed to enrichment paperwork and asked if it could be improved or eliminated.

A member of the Board of Education noted that what she was hearing was somewhat of a dichotomy in that pressure for higher test scores to improve property values is important and so is the development of the whole child. The Board of Education works to address both perspectives. She noted that public education dollars are stretched in two directions, the need to teach to unique challenges and different learning styles and at the same time, the need to treat each child as an individual.

Additional Comments from the audience:

1. Global Achievement Gap –
  - outline skills that students need
  - interactive approach in the classroom
2. Goals need to be restated. Currently
  - little in the way of benchmarks
  - platitudes

Other questions raised:

1. How can parents know more about what is going on to move the district into 21<sup>st</sup> Century skills and learning?
2. Re: Vision Statement # 2: Why is it taking until 2014 to define 21<sup>st</sup> Century skills?
3. Could an expert be hired to assist with best practice, benchmarks, goals, and objectives?
4. Is there a regular process by which the curriculum is reviewed?

Mrs. Wold thanked the audience for their participation and mentioned that a recap question and answer document would be available on the website before the July Board meeting.

Mrs. Wold adjourned the public meeting at 7:12 p.m.