

# Hawthorn Board of Education

841 West End Court

• Vernon Hills, Illinois 60061 •

Phone (847) 990-4200

## MINUTES REGULAR BOARD MEETING HAWTHORN BOARD OF EDUCATION APRIL 12, 2004

MINUTES of a Regular Meeting of the Board of Education of Hawthorn Community Consolidated School District Number 73, Lake County, Illinois, held in the Board Room of said School District at 7:30 p.m. on the 12th day of April, 2004.

The meeting was called to order by Rich Paul, President, at 7:30 p.m., and upon the roll being called, the following members of the Board of Education answered present: Jayson Tran, Tim Shanahan, Jose Hernandez, Annie Christie, Mary-Jane Rattner, Bill Coli and Rich Paul.

Dr. Yomtoob expressed his appreciation to Legat Architects for their fine work in creating a new home for the District Office.

### **Action Item**

#### **Awarding of Tenure**

Dr. Yomtoob stated for teachers to be granted tenure, they complete four probationary years of service and perform their job well. He and the Board were pleased to award tenure to ten certificated staff members. Rich Paul requested a motion.

04/04.98 Annie Christie moved and Bill Coli seconded the motion that the Board of Education award tenure, as presented. Voice Vote: 7 ayes; 0 nays. motion carried.

Building Administrators presented teachers and the Board awarded certificates of tenure to the following: Elementary North - Mimi Batson; Elementary South - Jamie Dehn, Katie McFadden; Middle School - Colleen Schultz, Christine Solomon; Option School - Chelsea Valenzo Duggan, Tara Neville and Junior High - Kathryn Balmes and Lisa Wilgus.

Rich Paul requested a recess at 7:50 p.m., with the Board reconvening at 8:00 p.m.

#### **Public Comment Period**

There were no matters of this nature on the agenda.

#### **Student and Staff Accomplishments/Recognitions**

There were no matters of this nature on the agenda.

#### **Staff Presentations - Option School Presentation of Goals**

Brian Rude, Principal, distributed an informational packet to the board containing Option School demographic data as well as the teaching and learning goals and building action plan.

**DIEBELS Program (Program (Dynamic Indicators of Basic Early Literacy Skills).** Sue Bonnem and Debbie Anderson recapped this program stating it is researched and developed at the University of Oregon, and assessment results are compiled into the University's database. This was the first year for Option School to be entered into the database, which contains 4,550 schools actively using the DIEBELS data system. These schools are represented by 1,413 districts in 44 state and Canada totaling over 968,000 students (K-3). The data system can accurately document learning of these students. DIEBELS helps answer questions focused on two levels (1) school level information and (2) individual student and instructional planning information. The program assists in determining if teachers are providing effective instruction for learning and meeting individual student needs. The school's goal is to provide explicit instruction and mastery in (1) alphabetic principle, (2) phonological awareness and (3) accuracy and

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speed of reading fluency, all of which are necessary skills for literacy. To meet these goals the school provides (1) differentiated instruction; (2) completed progress monitoring; (3) assessed for Benchmark Mastery three times a year; (4) developed individual monthly homework packets to include parents and (5) conference with parents using testing information. This assists in identifying students with special needs. Various progress charts were reviewed to reflect progress and/or needs of students. In response to a question relating to correlation of DIEBELS with MAP testing, Mrs. Bonnem stated DIEBELS activities are more pre-reading activities. Students must have these skills to be a proficient reader. At the end of first grade, the tests overlap. It is her desire when the District reconfigures, this program will be utilized in every building.

**HOSTS (Helping One Student To Succeed).** Lindsay Gerjol stated this program is a nationally recognized mentoring program that pairs a student who needs help in reading with a community member who wants to make a difference in a student's life -- to help them succeed in reading. The program involves 27 students (grades 1-5) and utilizes 30 mentors (volunteering over 1,342 sessions - 671 hours). Students receive assistance two to four days a week in 30 minute sessions. This is also carried on at Summer School. Students are referred through teacher recommendations and those students who score on the lowest 25% of MAP testing. All students at Option School can receive support in reading, math and other academic areas through the Learning Centers, flexible grouping, team teaching and use of para-professionals in the classrooms. Another goal of the program is to double its mentor base. Student HOSTS data was reviewed indicating gains made from Fall 2003 to Spring 2004. All students showed gains from one grade level to 3.

**Glasser Institute Training and Quality School Certification.** Brian Rude reported on basic training provided for 16 staff members and facilitated by Pete Driscoll. Participants included the principal, office staff, nurse, social worker, new classroom teachers, custodian and other support staff. The 1-1/2 day training incorporated Introductory training in Choice Theory, Language of Choice Theory and Total Behavioral System. Also incorporated was problem solving and relationship building, discussion of quality, perceived and real worlds, Introduction of Reality Therapy and self-evaluation being the keystone to quality. A three hour refresher training for the entire Option School staff was provided on March 9 and facilitated by John Ahlemeyer and Pete Driscoll to review Choice Theory language and philosophy with the focus shifting toward the task of becoming a certified Glasser "Quality" School. The staff reviewed the criteria for becoming a quality school and self-reflected with where Option School stood on a rubric that measured quality school progress. Criteria for Quality School Certification was reviewed, with Brian Rude concluding with hard work and future training, Option School's certification can be attained within 12-18 months.

### **Consent Agenda**

Rich Paul entertained questions concerning items contained in the Consent Agenda. Hearing none, he requested a motion.

- 04/04.95 Meeting Minutes, Closed Session, 3/22/04, as corrected
- 04/04.96 Meeting Minutes, Regular Session, 3/22/04
- 04/04.97 Personnel Report: A-B: Resignation of two (2) certificated staff members: (A) Jessica Szmurlo, Music Teacher, Middle School; (B) Christine Solomon, 6th grade Language Arts/Social Studies, Middle School; C: Leave of Absence of one (1) certificated staff member - Heather Swolsky, 7th grade Math/Science teacher, Junior High

Annie Christie moved and Mary-Jane Rattner seconded the motion that the Board of Education approve the Consent Agenda items, with changes made to the 3/22/04 Closed Session Minutes. Voice Vote: 7 ayes; 0 nays. Motion carried.

### **Action Item**

#### **Health Insurance Portability and Accountability Act (HIPAA)**

Alan Hahn stated the District has been cognizant in dealing with confidentiality in matters relating to students. HIPAA does not deal with the student issue, but with the confidentiality of employees and their personal information, including insurance. HIPAA deals with an issue that our society created: if an individual left an employer, and if at that

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time had a health condition, they could not obtain insurance coverage. HIPAA dealt with this issue stating if one

is currently insured and leaves an employer, the new employer must accept this person into the new insurance plan.

Recently, HIPAA amended their law to include new language to protect confidentiality of health records. Under the Privacy of Protected Health Information (PHI), HIPAA requires Hawthorn to: (1) designate a Privacy Officer (Alan Hahn); (2) implement standards to safeguard PHI; (3) maintain separate roles of employer/plan sponsor and plan administrator; (4) protect security of electronic PHI and (5) train employees on privacy policy and practices. Policies and procedures refer to ways the District handles items relating to insurance; it is not a Board policy. NIHIP, our insurance provider, has adopted HIPAA, and we, as plan sponsor, must do the same for purposes of Section 125 Medical Reimbursement, a plan in which employees participate. PHI was defined as well as information of individuals which would be incorporated into PHI, specifically any information which would identify an individual. Other information included would be claims reports, enrollment data and census information if medical plan coverage is identified. The District can utilize information in summary form for purposes of obtaining insurance quotes. The role of the Privacy Officer was reviewed. PHI for employees is kept separate from individual personnel files.

In answer to questions, third party administrators for Section 125 Reimbursement Plan must also be HIPAA compliant. Any entity that touches medical information must be compliant. Any PHI housed on District computers is password protected. Hearing no further questions, Rich Paul requested a motion to (1) approve the Certificate that Hawthorn is the plan sponsor that works with NIHIP and (2) adopt resolution pertaining to HIPAA policies, procedures and rules.

04/04.99 Tim Shanahan moved and Mary-Jane Rattner seconded the motion that the Board of Education approve the attached Resolution adopting certain requirements for employees relating to HIPAA and approve the attached Employer Certification to NIHIP. Roll Call: Tim Shanahan, Mary-Jane Rattner, Jayson Tran, Jose Hernandez, Annie Christie, Bill Coli and Rich Paul voted aye. 7 ayes; 0 nays. Motion carried.

### **President's Report**

Rich Paul addressed the question of how the Board perceives and measures student achievement. Building presentations have been heard, all of which included how data is collected at the building level. The Board has had discussions about data and how it can be utilized within the district. He requested open discussion of what student achievement means to the Board, how we would go about measuring same and how does the Board view this issue of measurement and test scores. The No Child Left Behind law addresses testing every year and ISAT's are given on one day at one time during the year at a grade level. Whether this information is useful is open for debate. He referred to a Chicago Tribune article reporting how Nebraska schools are moving towards use of student portfolios to assess achievement instead of one-size-fits-all tests.

Dr. Yomtoob stated ISAT results are a trailing indicator. We have adopted the phrase "Learning for all; whatever it takes." We have tried to define this, have stumbled, agreed to disagree, but one thing we have not done is say we will value ISAT as our most important criteria for success. His goal as Superintendent is to provide a learning environment that makes learning fun for students, has enduring understanding, and prepares students to take required tests and be creative about their life. A film was viewed concerning use of data on standardized tests.

Mr. Coli stated the film may be applied to upper grade levels but not to lower. We do not hang our hat on results of one test, however, the State mandates the administering of ISAT Tests. We should look at results, but to what degree do we apply them to the success of students? The test is based on standards set by the State. If our curriculum is standards driven and the test evaluates the ability to meet these standards, in theory, if all goes well, students should do well on the test. Mrs. Christie added MAP testing should give us more information that we need to be able to meet standards.

Rich Paul stated there are many ways to assess performance, a test being one way. There are 3,700 different students in the district who have strengths and weaknesses of their own, who perform in different ways (tests, oral communication, one-on-one with teachers, etc). We are happy to report our district has teachers who accept these levels of competence. Jose Hernandez stated tests should be a by-product of what we are doing. One item taken from the Effective Schools Conference was everyone learns at a different pace. We must find out for each student

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what is the best mechanism for them to learn. By offering different ways of instruction, we can ensure students

will learn, and ISAT results will follow. Mr. Coli added the ISAT deals more with absolutes: meets or exceeds, does not meet, or academic warning. Jayson Tran questioned how do we know if the child meets the standard? Is it just the fact that they attained a given score on a given day, or can we evaluate the child in a different manner to determine that they do meet the standard but not through the test score. Mrs. Christie responded we are doing this through MAP testing.

Rich Paul questioned what do we mean by successful learning. A student not fluent in English may not do well on ISAT (it is given in English). Mrs. Christie questioned if MAP tests were available in Spanish, with Mr. Hudson stating the math portion is. However, this would not accommodate students from other countries (Poland, Russia, India, etc.). Rich Paul stated we must think about the meaning of success for all groups, bilingual, special ed, high achievers, etc. Mr. Coli stated ISAT's are a measure, we cannot ignore them. By 2014 we must meet the requirement of No Child Left Behind. Jose Hernandez added what we are doing for students in this district, he feels the ISAT results will follow.

Relating to ISAT tests, Mary-Jane Rattner stated, whatever is given this year will not be the same test next year. There are so many state standards we are running off of and choosing to focus on for our students. There are occasions that what we choose to focus on is not what the state might choose to test. It is important for us to follow that continuum to see if for some reason students are not performing well on a portion of the test as it might be something students were not exposed to because it was not chosen. We must monitor this if the tests change from year-to-year as the standards chosen by the state change from year to year.

Rich Paul noted that it is important that each and every student is learning up to his potential or exceeding same. Annie Christie would like to see student portfolios used across the district with Mr. Hudson responding digital portfolios are in use within the district at this time with hopes to expand same to other grades.

### **Superintendent's Report**

There were no matters of this nature on the agenda.

### **Committee Reports**

There were no matters of this nature on the agenda.

### **Unfinished Business**

There was no unfinished business to come before the Board.

### **Announcements**

There were no matters of this nature on the agenda.

### **Informational Items**

Items were made available to the Board for informational purposes.

### **Reconvene Closed Session**

Rich Paul requested a motion for the Board to reconvene its Closed Session for the purpose of discussing matters relating to the appointment, employment, compensation, discipline, performance, or dismissal of specific employee(s).

Annie Christie moved and Jose Hernandez seconded the motion for the Board to reconvene its Closed Session. Voice Vote: 7 ayes; 0 nays. Motion carried.

The Board moved into Closed Session at 9:40 p.m.  
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### **Adjournment of Closed Session and Reconvening of Open Session**

Bill Coli moved and Jose Jernandez seconded the motion that the Board of Education adjourn its Closed Session. and return to Open Session of the Board. Voice Vote: 7 ayes; 0 nays. Motion carried. The Closed

Session adjourned at 11:27 p.m.

**Adjournment**

Having no further business to come before the Board, Rich Paul requested a motion to adjourn.

Bill Coli moved and Jose Hernandez seconded the motion to adjourn the Regular Meeting of the Board. Voice Vote: 7 ayes; 0 nays. Motion carried. The Regular Meeting adjourned at 11:28 p.m.

Respectfully Submitted,

Richard Paul, President  
Secretary

Mary-Jane Rattner,

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