

Hawthorn Board of Education Hawthorn C. C. District 73

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MINUTES REGULAR BOARD MEETING HAWTHORN BOARD OF EDUCATION DECEMBER 9, 2002

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 9th day of December, 2002.

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

Public Comment Period

President Paul requested those wishing to address the Board to come forward; hearing none, the meeting proceeded.

Student and Staff Accomplishments/Recognitions

There were no items of this nature on the agenda.

Mr. Price joined and meeting at 7:52 p.m. and Mr. Batson at 7:59 p.m.

Staff Presentations - Understanding by Design (UbD) for School Reform

Dr. Zook stated UbD is used as a curriculum framework to make sure good curriculum design occurs for student understanding, designed framework to compliment many of the best practices in curriculum and focusing on the end rather than a coverage. To do so the process of overcoming the Twin Sins, aimless activity and superficial coverage, must take place. The following rationale for UbD and backward design must occur: (1) a new focus on goals related to big ideas and complex performance and (2) move beyond isolated lessons and activities. To further explain, most designs are not coherent: (1) the assessments rarely match the goals and (2) often there is more lecturing than facilitating students in learning. UbD embodies, by design, the best practice.

The three stages of design include: **(1) Identify desired results** - (a) Enduring understandings, or what specific insights do we want students to leave with? (b) What essential questions frame the teaching and learning? (c) What should students know and be able to do? **(2) Assessment evidence** - (a) template fields ask (i) What are key complex performance tasks indicative of understanding? (ii) What other evidence will be collected to build the case for understanding, knowledge, and skill? (iii) How will students self-assess to show understanding? (iv) What diagnostic/ongoing feedback is essential for self-adjustment? **(3) Learning plan** - What sequence of learning experiences and instruction will enable students to achieve the desired results? How will the design: (a) help the students know where the unit is going and what is expected; (b) hook all students and hold their interest; (c) equip students to experience key ideas; (d) provide opportunities to rethink and revise understandings and (e) allow students to evaluate their work and its implications? These last five elements are known as the WHERE elements.

These three stages are applied to teachers by developing the first stage, desired results: **(1) Target Goal**, "Learning for all; whatever it takes", a way to make this happen, and training for all classroom teachers. **(2) Understandings** -- teachers will understand that: (a) effective design depends upon clarity about the "big ideas" and alignment across all 3 stages of UbD design. (b) UbD is a way of thinking more carefully about curriculum and goals -- it is not a prescriptive program. (c) The UbD template is logically organized. (d) UbD is not at odds with

meeting state standards. **(3) Essential Questions** -- (a) Why and in what sense are the best designs backwards? (b) What is good design and how does UbD enable us to do what we know good design to be? (c) What is the difference between understanding and knowing? **(4) Teachers will know:** (a) The 3 stages of backward design; (b) what “big ideas” are and why good design requires a focus on them; (c) the 6 facets of understanding and (d) the WHERE elements of instructional planning. **(5) Teachers will be able to:** (a) develop understandings, essential questions, and assessment evidence; (b) draft a unit in the template and (c) review designs against the Design Standards.

The second teacher stage, Assessment Evidence, includes performance tasks: (a) develop a draft design, based on the UbD design standards, template and tools and (b) participate in a peer review, based on design standards and provide feedback and guidance to unit designs. Other evidence would include: (1) observations of participant understanding, confusion, frustration, resistance; (2) quality of exercise and worksheet answers; (3) written and oral feedback to trainers; (4) lessening of “yes, but . . .” and (5) self-assessment and reflections to deepen understanding.

In the teachers’ third stage, Learning Plan, activities could include (1) overview of session, performance goal; (2) exercise on good design; (3) study and discuss a “before” and “after” UbD example; (4) guided work in worksheets from each stage; (5) watch and discuss relevant video clips; (6) gallery walk of participants designs; (7) lecture/discussion on key design elements; (8) peer review and (9) action planning.

Dr. Zook explained how UbD can be applied to a variety of reform initiatives, such as the District’s design, construction and refurbishing of buildings made possible through the \$39.5 million referendum approved by voters of the District. By using the three stages utilized by teachers in the classroom, a rough plan was presented:

Identify Desired Results: (1) Enduring Understandings: What do we want to end up with? (2) What essential questions frame the construction and refurbishment projects? (3) What should stakeholders (Board of Education, administration, students, parents and community) know and be able to do?

Desired Results: The **Target Goal** is “Learning for all; whatever it takes” -- a way to achieve this goal through construction of three buildings and refurbishment of current buildings. **Understandings** - stakeholders will understand that (1) we have values and standards that buildings should address. (2) Building designs can impact on student achievement. (3) Input from the community is valued. Other items will be added. **Essential Questions** - What questions about teaching, learning, school change, and results should guide our construction plans? What knowledge and skill will all stakeholders need for this vision to become a reality? Stakeholders will be able to: have input in the construction design process; express what valued practices should be preserved; make comments and provide suggestions; and ask and have questions answered throughout the process.

Assessment Evidence -- What will count as direct evidence of construction progress and success? What evidence is implied in the desired results of the construction project? What other data (e.g., community surveys/understandings, attitudes, etc.) should be collected? What are the key indicators of short-term and long-term progress?

Action Plan -- What actions will help us realize our vision effectively and efficiently? What strategies are key to achieving the desired results? What short and long-term actions will take in the following areas: community input, values, policy, resource allocation, etc.?

Guiding Assumptions -- UbD is based on a set of guiding assumptions about the habits of mind needed to successfully design for desired results. Stakeholders must be routinely: (a) eager to improve, regardless of local support for that interest; (b) interested in but skeptical of results; (c) humble about one’s ability to cause understanding and/or reach desired results, and (d) empathetic with the other stakeholders and the difficulty of change and anything new.

A timeline of post-referendum events were reviewed and the community was encouraged to visit the District’s website at www.hawthorn73.org, contact a Board member, and read upcoming issues of the Hawthorn Highlights. UbD, as a framework, will help us keep the end in mind, check progress/assess against our standards and plan activities that are aligned with our target goal.

Consent Agenda

President Paul entertained questions concerning items contained in the Consent Agenda. Hearing none, he requested a motion for approval of the following:

- 12/02.54 Meeting Minutes, Regular Session - 11/25/02
- 12/02.55 Meeting Minutes, Closed Session - 11/25/02
- 12/02.56 Maintenance of Building Automation HVAC Controls
- 12/02.57 Change Order G-9 for A. J. Maggio

Jim Batson moved and Mary Jane Rattner seconded the motion that the Board of Education approve the Consent agenda items, as amended. Voice Vote: 7 ayes; 0 nays. Motion carried.

Action Items

Motions for the 2002 Tax Levy

Mr. Hahn stated the 2002 tax levy process began at the November 12 meeting during which levy documents were provided to the Board and approval of publishing notice of said proposed tax levy along with notice of a public hearing was received. The public hearing of the tax levy was held November 25. President Paul requested Board action on required motions to adopt the 2002 Tax Levy.

- 12/02/58A Jim Batson moved and Annie Christie seconded the motion that the Board of Education adopt the 2002 Tax Levy, as presented by the Director of Finance and Business Operations
- 12/02/58B Jim Batson moved and Annie Christie seconded the motion that the Board of Education approve the Special Education Tax Levy Resolution, as presented, in the amount of \$194, 201.
- 12/02/58C Jim Batson moved and Annie Christie seconded the motion that the Board of Education approve the Working Cash Fund Tax Levy Resolution, as presented, in the amount of 274,881.
- 12/02/58D Jim Batson moved and Annie Christie seconded the motion that the Board of Education approve the Special Education District of Lake County IMRF Tax Levy Resolution, as presented, in the amount of \$70,318.
- 12/02/58E Jim Batson moved and Annie Christie seconded the motion that the Board of Education authorize the President to sign the Certificates of Compliance with the Truth in Taxation.

President Paul called for a roll call on the above five motions: Jim Batson, Annie Christie, Jose Hernandez, Mary Jane Rattner, Bill Coli, Kevin Price, and Rich Paul voted aye. 7 ayes; 0 nays. Motions carried.

President's Report

President Paul reported he and Mr. Batson viewed plans for the two new library buildings in the Cook library system. One new building, 75,000 sq. ft., will be constructed on the current Cook Memorial Library site, replacing the existing building, and the second, approximately 40,000 sq. ft., will be located at Aspen and Rt. 60. The Board will invite representatives of the library system to make a presentation to the Board at a future meeting. He added the proposed facility in Vernon Hills is ideal for our schools.

Superintendent's Report

There were no items of this nature on the agenda.

Discussion Items

President Paul stated with the legislature convening in January, he also plans to invite Senator Link and Representative-Elect Ryg to the December 20 meeting.

Dr. Yomtoob stated since the referendum approval, administration and the Board have met with the community and staff members of schools to gain input on the future buildings. After the final meeting with school staff, administration will meet with the architects. He added a new focus group, consisting of 17 sets of parents, has

been formed and will meet December 19. A second focus group, consisting of individuals who worked on the referendum, will meet on January 8 for the purpose of bouncing ideas and gaining reactions. Mr. Batson also noted the Essay Contest entries have been distributed to students of the district with a deadline of December 20. The parent survey has also been distributed, which deadline is December 11.

The District is working towards a contract with Legat Architect & Gewalt-Hamilton with possible action to be taken at the December 20 meeting. Also, meetings have been scheduled for December 10 with three construction management companies. Following these meetings, evaluation of findings will be made with a recommendation brought to the Board at a future meeting.

President Paul discussed the formation of a growth management committee to discuss ideas and monitor progress of the project in an unofficial, informal way. The committee would be comprised of 7 board members as well as the administrative staff and principals, as needed. Also participating would be two parent representatives, a representative from the Park District, other community groups, such as the Village Seniors Club, two teachers (one from lower and one from upper grade levels) and one student representative from the Junior High, totaling 20 members. Meetings would be held the third and fourth Wednesday of each month at 7:30 a.m., would be ongoing during construction, and discussions will be held on how buildings will be utilized.

Dr. Yomtoob requested the Board move into Closed Session following this meeting to discuss information pertaining to property adjacent to the North campus.

Committee Reports

There were no items of this nature on the agenda.

Unfinished Business

There was no unfinished business to come before the Board.

New Business

There was no new business to come before the Board.

Announcements

There were no items of this nature on the agenda.

Informational Items

For informational purposes, the following was provided to the Board: (a) NIHIP Financial Statement as of 10/31/02; (b) 2001 Tax Distribution #11; (c) thank you card from staff member; (d) Hawthorn in the News and (e) Board Summary 11/25/02.

Motion To Move Into Closed Session

President Paul requested a motion to move into Closed Session of the Board:

Bill Coli moved and Annie Christie seconded the motion that the Board of Education move into Closed Session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees and the possible purchase or lease of real property for use by the District. Voice Vote: 7 ayes; 0 nays.

The Board moved into Closed Session at 8:29 p.m.

Open Session Reconvened

President Paul reconvened the Open Session of the Board at 9:16. Having no further business, a motion to adjourn was requested.

Annie Christie moved and Jim Batson seconded the motion to adjourn. Voice Vote: 7 ayes; 0 nays. Motion carried.

The Regular Meeting of the Board adjourned at 9:17 p.m.

Respectfully submitted,

Richard Paul, President

Mary-Jane Rattner, Secretary

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