



Glen Ellyn School District 41: Ignite Passion. Inspire Excellence. Imagine Possibilities.

MINUTES

GLEN ELLYN SCHOOL DISTRICT 41

BOARD OF EDUCATION SPECIAL MEETING

JANUARY 22, 2014 - 7:30 PM

CENTRAL SERVICES OFFICES
793 NORTH MAIN STREET
GLEN ELLYN, ILLINOIS

Call to Order

Board Secretary Dean Elger called the special meeting of the Glen Ellyn School District 41 Board of Education to order at 7:30 p.m.

Roll Call

Upon the roll being called, the following members answered present: Patrick Escalante, Dean Elger, Joe Bochenski and Erica Nelson; Drew Ellis and Sam Black joined the meeting at 7:32 p.m. and 7:34 p.m. respectively; Mr. Kenwood joined the meeting by phone at 7:56 p.m.

Electronic Participation

Board member John Kenwood was not able to attend the meeting in person due to employment-related obligations. In accordance with District 41 policy, Mr. Kenwood notified the superintendent's office that he would not be physically present for the board meeting, but would like to participate in the meeting by phone.

Board members Joe Bochenski moved and Patrick Escalante seconded to approve Mr. Kenwood's participation by phone in the meeting. On a roll call vote answering "Aye": Elger, Bochenski, Nelson and Escalante; answering "Nay": None. Motion carried.

Public Participation

Parent Stephanie Clark said that the school additions are a great idea but expressed her concern about the focus and clarity of the plan, the priorities it represented and the wisdom of the phased approach versus combining everything into a referendum.

Discussion Items

A. Norms: Superintendent Dr. Paul Gordon asked the Board to review the 7 Norms of Collaboration.

(Attachment)

B. Communication/Community Engagement (Survey Update): Director of Communications and Grants Julie Worthen updated the Board on the administration's consultation with School Perceptions about acquiring data to assist with evaluation of teacher specialization and multiage. School Perceptions recommended a survey of staff, parents and 4th and 5th graders around 21st century initiatives that is a combination of general satisfaction questions and targeted questions about teacher

specialization and multiage. The survey would be conducted mainly online and the data would be confidential, allowing only one access code per respondent. The estimated cost is well below \$10,000 and so would not require Board action. The Board affirmed the Administration's plan to move forward with the survey as presented, and Dr. Gordon will provide an update on the work at the January 27, 2014 Board meeting during his Superintendent's Report.

Dr. Gordon noted that the Board will return to the topic of Communication/Community Engagement following its discussion on facilities planning.

C. Facilities Planning-Phase II: Dr. Gordon facilitated the Board discussion on Phase II Facilities Planning which included a discussion on staff and Board values, site locations and traditional boundary and magnet school considerations.

- Values: Dr. Gordon presented themes for values held by the administration for the Board to react to, as well as add others. These were: Eliminate all portables; full-day kindergarten; expand preschool program; right-size all schools; avoid land acquisition costs by utilizing the Spalding site.

Board members shared their perspectives and insights, offered other considerations and indicated various levels of support for these values. The Board concurred that eliminating all portables and right-sizing the schools are a priority and that the remainder of the values need deeper examination.

- Site locations: Dr. Gordon reviewed possible site locations for a new facility which included the Spalding site (D41); other locations that were suggested are not owned by the district and may not be available, but are parcels that are large enough: Spring Avenue (Park District), Main Street (Park District) Newton Park (Park District) and Ackerman (Park District). The Board said the Main Street facility should be removed from sites to be considered and that the final report of the Park District's Dual Facilities Study will help to guide future considerations.
- The Board discussed the differences between traditional attendance area schools and magnet schools, which are usually open to the entire district. The Board expressed an interest in further discussions about the opportunities this model can offer.

D. Communication/Community Engagement: Dr. Gordon discussed reaching out to staff and to the community in an informal "listening tour."

Board members shared their perspectives on the ideas and noted that it was important for Dr. Gordon and the Board to reach out, and perfect timing for Dr. Gordon as a newcomer to the District. The Board asked that staff continue to explore the topic.

Adjourn to Closed Session

At 10:34 p.m. Board members John Kenwood moved and Dean Elger seconded to adjourn to closed session to discuss the following matters:

- A. Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.*
- B. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity.*

On a roll call vote answering "Aye": Kenwood, Elger, Bochenski, Nelson, Ellis, Escalante and Black; answering "Nay": None. Motion carried.

Return to Open Session

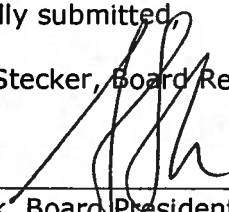
The Board returned to open session at 10:46 p.m.

Adjournment

There being no further business, Board members Joe Bochenski moved and Drew Ellis seconded to adjourn the meeting at 10:47 p.m. Motion carried on a unanimous voice vote.

Respectfully submitted,

Maureen Stecker, Board Recording Secretary



Sam Black, Board President



Dean Elger, Board Secretary

Minutes approved: January 27, 2014

7 Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Probing
4. Putting forward ideas
5. Paying attention to self and others
6. Presuming positive intentions
7. Pursuing a balance between advocacy and inquiry

7 Norms of Collaboration

Pausing: Pausing actually slows down the "to and fro" of discussion. There are fewer 'frames per second' to deal with. It provides for the precious "wait time" which has been shown in classrooms to dramatically improve student critical thinking. Pausing and the acceptance of moments of silence creates a relaxed and yet purposeful atmosphere. Silence, however initially uncomfortable, can be an excellent indicator of productive collaboration. Pausing also signals to others that their ideas and comments are worth thinking about. It dignifies their contribution and implicitly encourages future participation.

Paraphrasing: To paraphrase is to re-cast or translate into one's own words, to summarize or to provide an example of what has just been said. The paraphrase maintains the intention and the accurate meaning of what has just been said while using different words and phrases. The paraphrase helps members of a team hear and understand each other as they evaluate data and formulate decisions. (Costa & Garmston, 1994, p. 49)."

Probing: Probing seeks to clarify something which is not yet fully understood. More information may be required or a term may need to be more fully defined. Clarifying questions can be either specific or open-ended, depending upon the circumstances. Gentle probes increase the clarity and precision of a group's thinking and contribute to trust building because they communicate to group members that their ideas are worthy of exploration and consideration.

Putting forward ideas: It takes a degree of self-confidence and courage to put forward an idea and it is vital that collaborative groups nurture such self-confidence and courage. Ideas are the heart of a meaningful discussion. Groups must be comfortable to process information by analyzing, comparing, predicting, applying or drawing causal relationships.

Paying attention to self and others: Collaborative work is facilitated when each team member is explicitly conscious of self and others - not only aware of what he or she is saying, but also how it is said and how others are responding to it. "Understanding how we create different perceptions allows us to accept others' points of view as simply different, not necessarily wrong. We come to understand that we should be curious about other people's impressions and understandings - not judgmental. The more we understand about how someone else processes information, the better we can communicate with them (Costa & Garmston, 1994, p. 59)."

Presuming positive presuppositions: Of all the seven norms of collaboration, this one may be the most fundamental, for without it, the rest are meaningless. Simply put, this is the assumption that other members of the team are acting from positive and constructive intentions (however much we may disagree with their ideas). Presuming positive presuppositions is not a passive state but needs to become a regular manifestation of one's verbal responses. It builds trust, promotes healthy cognitive disagreement and reduces the likelihood of misunderstanding and affective/emotional conflict.

Pursuing a balance between advocacy and inquiry: Both inquiry and advocacy are necessary components of collaborative work. Highly effective teams are aware of this and self-consciously attempt to balance them. Inquiry provides for greater understanding. Advocacy leads to decision making. One of the common mistakes that collaborative teams may make is to bring premature closure to problem identification (inquiry for understanding) and rush into problem resolution (advocacy for a specific remedy or solution). Maintaining a balance between advocating for a position and inquiring about the positions held by others further inculcates the ethos of a genuine learning community.