

April 25, 2013

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, April 25, 2013, in the Board Room of the OPRFHS.

Call to Order

President Finnegan called the meeting to order at 6:43 p.m. A roll call indicated the following Board of Education members were present: Terry Finnegan, Valerie Fisher, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Amy Leafe McCormack, Sharon Patchak-Layman, and John Phelan. Also present were Dr. Steven T. Isoye, Superintendent; and Gail Kalmerton, Executive Assistant/Clerk of the Board and FOIA Officer.

Closed Session

At 6:44 p.m. on Thursday, April 25, 2013, Mr. Finnegan moved to enter closed session for the purpose of discussing 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. 5 ILCS 120/2(c)(1), as amended by PA.93—57; seconded by Dr. Millard. A roll call vote resulted in all ayes. Motion carried.

At 7:28 p.m., the Board of Education recessed its closed session and resumed its open session at 7:36 p.m.

Joining the session were: Dr. Tina Halliman, Assistant Superintendent for Pupil Support Services; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Karin Sullivan, Communications and Community Relations Coordinator; Cheryl L. Witham, Assistant Superintendent for Finance and Operations and Treasurer; and Lauren Richardson, Student Council Liaison.

Visitors

Students Matthew Henning and Noelani Ho and her parents; Angelica Haenneke of the *Trapeze*, John Bokum, Thomas Cofsky, Dr. Steven Gevinson, Merry Beth Kowalczyk, Sharon Leamy, and Jeff Weissglass, community members; Nancy Leavy, League of Women Voters, Manuel Gonzales, Allison Henning, and Debra Mittleman of OPRFHS; Vernecia Davis, Intern at UIC; and Terry Dean of the *Wednesday Journal*.

Public Comments

John Bokum, resident of 629 S. Home, Oak Park, spoke to the Board of Education about being transparent as to why a new HR Director had to be hired and about the hiring of both this position and that of the Chief Financial Officer. He suggested withholding payment to the search firm until it was known if the person would continue to be employed. Mr. Bokum was sorry to see Ms. Witham leave the district as she had implemented many great policies.

Student Recognition

The Board of Education congratulated the following students on their achievements:

- Senior Noelani Ho for placing first in the Chicago Junior Science and Humanities Symposium for engineering a design for a new ballet pointe shoe that costs less and can reduce dancers' foot injuries.

- Matthew Henning, a semi-finalist representing Illinois at the national level in the 2013 BioGENEius Competition, for creating a bandage based on spider webs that kills bacteria and prevents growth of new bacteria.
- Rebecca Streit, semi-finalist representing Illinois at the national level in the 2013 BioGENEius Competition, for using the natural compounds in spinach to convert dangerous residue from explosives into less toxic compounds.

The Board of Education also congratulated Spanish Teacher Manuel Gonzalez and Allison Hennings who were nominated for Golden Apple Awards. OPRFHS was the only district that had two teachers nominated for this award.

Status of FOIA Reports

Mr. Finnegan reported that five FOIA requests had been received and four were resolved.

Student Council

Ms. Richardson reported:

1. Complaints continued about food service even after surveys had been administered. Ms. Piekarski was willing to work with the students. The complaints included the way the lunchroom was spread out and different lines.
2. The spirit assembly was mid-April and the theme was Huskies Games. Student Council raised over \$500 of which \$430 was in coins.
3. Students are feeling the stress of AP testing in general, graduation and finals. More requests have been made for final exam exemptions for students with grades of 90 or 92. The argument is that they worked harder during the semester than did others.
4. Student Council installed water fillers for students to refill their water bottles, saving about 1,000 plastic bottles. There are plans to install seven more of these fillers.
5. Student Council elections will occur May 2 and 3 and campaigning started today. This year there will be an interview process and two or three candidates will be put up for each position.

Faculty Senate

No report.

Superintendent Report

Dr. Isoye reported the following:

- 1) The Washington Post ranked OPRFHS 925 out of 1,952 on its list of American's Most Challenging High Schools. Of the 52 Illinois schools on the list, OPRF was 25;
- 2) U.S. News & World Report ranked OPRFHS 581 in the nation and 25 in the state on its list of Best High Schools in the Country;
- 3) Students Sarah Jolie and Sophie Schwartz participated in the Field Museum's Youth Design Team, a month-long digital design workshop where they helped create a pop-up exhibit on display now in the OPRFHS library and will be displayed at Field Museum member nights;
- 4) Chicago Mayor Rahm Emanuel honored senior basketball player Alex Gustafson for being selected to play in the Hoops Classic All-Star Game on May 4;

- 5) Boys' Basketball coach Matt Maloney, for the second year in a row. was named District 7 Coach of the Year by the Illinois Basketball Coaches Association;
- 6) 13 OPRFHS students were selected to show their research-project posters at the Northwestern University High School Project Showcase on May 20. They were Rebecca Streit, Latroy Robinson Jr., Erin McIntosh, Matthew Hennings, Ethan Gyllenhaal, Noelani Ho, Rosemary Huggins, Connor Kotte, Caroline Cronin, Naren Chaudry, Sean Hickey, Alvaro Donayre, and McCabe Barrett;
- 7) The Huskie Booster Club presented Board member Amy McCormack with the Huskie "Big Dog" Award for her relentless support of the Boosters; television production teacher John Condne received the "Those Things that Are Best" Award for his mentorship and work both within and outside the classroom, and Ms. Charette-BassiriRad received the award for Outstanding Service from a Staff Member for transforming the Bookstore into a retail outlet for 'Spiritwear' that rivals some college bookstores;
- 8) OPRF students won the first five places at the Wheeling Positive Impact Fair. This science fair asks students to create research projects that will have a positive impact on the world. The winning OPRF students in order were Matthew Hennings, Rosemary Huggins, Jenna Rouse, Naren Chaudry, and Ethan Gyllenhaal;
- 9) Senior John Clay, the lead in OPRF's production of Les Mis, was selected as a finalist for the 2013 Illinois High School Musical Theater Awards and will compete for an award next week at the Broadway Playhouse at Water Tower Place;
- 10) OPRF hosted this past weekend several dozen Chicago area students for the Percy Julian Science Symposium and several OPRFHS students received top awards at the junior/senior level—first place winner Matthew Hennings, second place winner Adrian Karkut, and third place winner Noelani Ho. Runners up from OPRF included McCabe Barrett, Ethan Gyllenhaal, Caroline Cronin, and Jenna Rouse. OPRF student Alana-Jordan Nowakowski was a runner up at the freshman/sophomore level;
- 11) Former Communications and Community Relations Coordinator Kay Foran who now lives in Detroit sent a note about ORPFHS graduate and poet Natalie Richardson because she had participated in an event titled "Feed Your Soul" at the Detroit Public Library.

Board President

Mr. Finnegan stated that while the role of president included accepting many emails and working long hours, there were compensations. One of them was working with Ms. Kalmerton, and her support of every Board of Education member and the behind-the-scenes work that she does for the District. Every Board of Education member knows this deeply and he wanted everyone to know it.

Being Board president allowed Mr. Finnegan to spend extra time with Dr. Isoye. Coming as a steward of the community with no background in education, he was able to share the concerns of the community and he gained an understanding of the incremental steps necessary to move the District in the direction the community wanted to go. It has been an honor and privilege to have this opportunity to know Dr. Isoye.

Mr. Finnegan also appreciated Mr. Hunter for being a confidant, friend, advisor, sounding board, and a valuable partner in his role as the Faculty Senate chair.

Mr. Finnegan thanked Ms. Witham for the level of professionalism she exhibited at every meeting. In every instance, she was able to explain concepts that were foreign to the Board of Education members. She has been kind and thorough in her explanations and she has been able to explain the rationale in order for the Board of Education to make informed, wise decisions.

Mr. Finnegan also thanked the three Board of Education members who were retiring, especially Ms. Fisher, who originally served three full years and then returned to replace Jacques Conway. He thanked her because he was able to see how she had operated and that experience and leadership can continue to be evidenced. Her thoughtfulness and deliberation has been appreciated.

Mr. Finnegan and Ms. McCormack came on together and developed a dear friendship. They found themselves simpatico on most issues and they were good even when they did not agree. Ms. McCormack brought a passion that was fun and exciting. He was happy to have developed a friendship that will continue beyond this endeavor.

From Dr. Millard, Mr. Finnegan learned how to do the job of president. One thing he learned about the board presidency is that the president's vote does not matter. If it does, the president has not done his/her job.

Dr. Millard thanked Mr. Finnegan for stepping up to the plate and continuing his responsibilities for the District and this position, even though this has been a rigorous year in his personal life. The new Board of Education will miss him. She looked forward to seeing him in the community.

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| Hearing on Amended Budget | At 8:10 p.m., Ms. McCormack called to order a public hearing on the FY 2013 Amended Budget. Receiving no oral or written testimony, Ms. McCormack closed the meeting at 8:11 p.m. |
| Hiring Process for Business Office | Dr. Isoye reported that School Exec Connect was vetting candidates and checking references. He spoke about the anticipated interviewing schedule, noting that the Board of Education would have an opportunity to interview top candidates. He hoped for a recommendation to come forward at the May Board of Education meeting. |
| Contract Renewal For Landscaping | The contract for landscaping services is for a one-year extension with McAdam Landscaping at the same price of \$11,690. Ms. McCormack took this opportunity to thank Ms. Witham, for teaching her so many things relative to school finance, and Ms. Patchak-Layman who cochaired this committee with her last year. |
| Joint Committee on Student Discipline | Mr. Rouse presented a draft of the Joint Committee on Student Discipline Report for first reading. Last week the committee meeting was canceled due to inclement weather. The committee will meet next week to discuss this document in detail. He appreciated the participation of faculty, students, parents and Ms. Patchak-Layman since January and their collective interest in the safety and well-being of students and staff. Discussions have included proactively trying to change particular behaviors and the climate of the school. While the one-to-one pilot was implemented, it was discovered that consequences had to be aligned to change behavior positively. The |

Student Intervention Directors provide not only proactive conversations and opportunities for students to excel, but consequences as well. The Committee discussed how well students knew the Code of Conduct and the expected behaviors talked about within the school community. Faculty members on the committee were encouraging. The list topics that the Committee members felt were the most pressing was narrowed down to the following:

- 1 to 1 Code of Conduct Pilot (Attached) & Concerns Regarding Consequence Thresholds
- Increased efforts surrounding overall building climate
- Communication campaign for students and parents regarding Code of Conduct and its anticipated changes

Ms. Patchak-Layman noted that the committee had also received information about the Restorative Justice Program. Mr. Rouse reported that the school was working internally with Safe and Civil Schools, a program similar to PBIS where discussion ensued about consequences and rationales. Conversations within the building are occurring about expectations, how to capitalize on the behaviors, and the feeling of community, support, and safety throughout the school.

Mr. Rouse had spoken to the freshman students yesterday about the learning environment. They stressed how important it was for consistency within the building. Part of his leadership will be to continue to provide positive intervention support strategies, many of which were proving to be successful. By starting with the adults, the students will respond in time. Students talk about their feelings when given the opportunity; they want to be part of the solution. As such, he will bring these recommendations to the last Huskie Huddle meeting and then provide that feedback to the Board of Education. Discussion ensued.

Ms. McCormack suggested 1) providing online training to students in order to know that they had read and understood the Code of Conduct, 2) raising hard issues such as after dance activities, etc., and 3) following up with discussions at assemblies.

Mr. Phelan liked many of the ideas and he appreciated the effort. He offered some feedback on the discipline reduction program and involving local policy. He understood and agreed that the pendulum had swung too far and, perhaps, was not keeping school safe, but not everything included is one of safety. He suggested consulting with the IMPACT group to get its feedback on drug and alcohol use, as it was more beneficial to “help” students rather than “catch” them. He appreciated the work the committee had accomplished.

**Outreach
Coordinator**

Ms. Mittleman distributed handouts at the table. The Outreach Coordinator position was created in 2009. The position’s mission called for the Outreach Coordinator to “organize, implement, and evaluate efforts to support all parents, in particular the parents of underachieving students, and to consider ways to expand that support with the afternoon and evening parental education programs”. Also, the School Improvement Plan asked the Outreach Coordinator to “enhance and build upon the existing connections to the parent networks of the African-American and Special Education parental networks and the School Improvement Plan team in order to develop and strengthen family/school connections, engage parents in their children’s learning and improve student and academic social learning. These parents need

ongoing parental development and support in order to be effective, full partners with OPRFHS in the education of all students. Since the inception of the position, she has focused on the following areas of parental development:

- Resources currently available at OPRHS to support students academically, socially, and emotionally
- Community resources available to help and encourage students
- Enrichment opportunities available to students
- Grant and scholarship money available to help finance enrichment and educational opportunities
- Resources available which can be accessed from home via computer to support students academically
- Effective communication between OPRFHS and parents

Initially, she was looking for ways to help the parents of the students who were struggling the most. Upon a review of the EXPLORE test scores, over 400 students were identified as not meeting the college readiness benchmark in Reading and Math. A decision was made to focus on the most at-risk students. For the class of 2016, that number was 155 students. From the following data, one can see that the targeted students are a “mixed bag.”

Gender:	Boys 62%	Girls 38%	
Race:	Asian or Pacific Islander	6	3.875%
	Black	69	44.52%
	Hispanic	15	9.0%
	Multi-Racial	11	7.10%
	White	54	34.84%
Feeder Schools	Brooks	41%	
	Julian	41%	
	Roosevelt	11%	
	Other	7%	
Zip Code	60301	1%	
	60302	54%	
	60304	31%	
	60305	17%	
Co-Curricular Participation	None	43%	
	One	37%	
	Two	15%	
	Three	4%	
Student Discipline	Zero	43%	
	One	17%	
	Two	11%	
	Six	5%	
	Seven	1 student	
	Eight	3%	

	Nine	1 student
	Ten	2 students
	Twelve	2 students
	Thirteen	1 student
GPA	3.0 or better	29%
	2.0-2.9	50%
	Below 2.0	21%

There was some correlation with the GPA and discipline but nothing else was discernable.

The survey also showed definite trends as to how parents choose to gather information regarding OPRF events and policies. As part of the Communications Department's continuous improvement process, current communication strategies are always being examined to determine best practices. The school has done a good job of educating parents on parental access, as the majority of them log in once a month to check on grades and read the HuskieEmail, which is a major source of getting information. The website is a secondary source for information. Most parents do not belong to parent organization. Most contact the teachers, counselors, or coaches on an as needed basis. They liked the robo call reminders about meetings.

Although the target number of parents is small relative to our entire parent population (about 5%) there were some challenges with the data collection and interpretation. The first obvious challenge is the relatively low number of target parents. Often this results in data that shows trends, but is not conclusive because the numbers are not statistically significant. Also out of the target group, a substantial number did not have a contact number listed in Skyward (48 or 31%). Another 10 had disconnected numbers in the system. There was one with a wrong number listed in Skyward. Of those she did reach on the phone (52), only two refused to take the survey. Although they did not give a specific reason for the refusal, Ms. Mittleman suspected it was a language barrier. She also looked at the overall experience of the targeted students, including the rigor of their curriculum. It was challenging to get this information. Most of this population of students takes courses at a variety of levels and very few students are only on one level across the board. There were also some privacy concerns with presenting this information.

Dr. Lee was originally concerned about the quality of data being generated to form a basis for evaluating what was occurring at the high school. Before things were not carefully defined and there were outlandish expectations. He was impressed with the recommendations having to do with improving the quality of the data to evaluate the progress in making a connection with all parents, especially that of at-risk students. Ms. Mittleman stressed that this was at the very beginning of looking to see what the best approach is. From her perspective the more data the better, but the technicians have some obstacles. Faculty has said that the parents who come to Parent Teacher conferences are not the ones that need to be there. Dr. Lee encouraged Ms. Mittleman to continue this work.

Dr. Millard stated that the students would not engage if the parents did not. If the parents are involved, the students will follow suit. Ms. Mittleman stated that parents 1)

appreciate the outreach, 2) they want to do more, 3) they are busy with work, multiple children, etc.

Ms. Mittleman stated that the data next year would show the students' progress. Her survey was completed in March. Through information gathered from her telephone conversations with the parents, she listed all of the opportunities they had in the building, including the ones to which she had invited them to and sponsored, including back-to-school night and the parent teacher conferences. Discussion ensued.

When asked if the number of students identified, 155 out of 800, was due to the fact that only one person was doing this job, the response was that the first cut on the data was that of any student that did not meet the college readiness benchmark or about 50% of the class. Because that outreach would not be possible, they started with a lower threshold. Dr. Lee felt it was essential to do a cost benefit analysis to determine if it would be worthwhile to expand this outreach to twice as many students who were not meeting the benchmarks. The District must determine a way to identify the effectiveness of this position and whether more people should be doing it, or were there other areas in which to do this that would be more cost effective. He wanted to identify data that would help make those kinds of decisions.

Ms. Patchak-Layman stated that based on this number, suggests that not many would be in honors English class because they would have to reach a higher benchmark, yet 60% of the freshman class are in Honors English. Ms. Hill stated that the reading benchmark on the EXPLORE text is 15 and what that equates to as far as percentile is 73. If a 15 is on track for college readiness at that time in the student's academic pathway, but their score represents the 73rd percentile, which is not necessarily at risk. Nationally above average, but in our community may be less prepared than their peers. The SRI and LEXI data show that the modal is well beyond what would be expected in the ninth grade. The scatter gram showed that the number of students that would benefit most from this intervention was at the 64th percentile.

Dr. Lee asked if she had any thoughts as to which students or families would be better served by putting the high school's best efforts at getting parental engagement when obviously some students have needs far higher than needs of parent engagement. Ms. Mittleman reaches out to more than the parents of the targeted 155 students. She invites all parents to attend the meetings that she organizes via the HuskieEmail. The 155 students receive the extra reach out via phone calls, etc. Parents of honor students and those that struggle attend her meetings. She does specifically target some programs for parents of African-American males, as she has heard that single moms are looking for opportunities of extra academic support to keep their sons engaged in positive ways and Ms. Mittleman looks for opportunities and organizations that supported that need.

Mr. Finnegan felt a coordinated effort was needed to start the conversation with freshman students about going to college, just as other schools do. Ms. Mittleman noted that APPLE has had meetings to help parents fill out grant application forms, etc. Dr. Lee's original impression of this position had more to do with closing the achievement gap than anything else. Yet minority students are only 45% of the students identified. Ms. Mittleman did not believe the approach to her job had changed because of the perceived change of the at-risk student demographics. Her job description included creating ideas and outreach for parents, keeping in mind that there

is an achievement gap. That is the reason why she presents some programming that is specific to addressing the achievement gap. She personally would not bring in a group or organization that was not open to all students, except for some that focus on African-American males in order to bridge the achievement gap.

Strategic Planning Update

Dr. Isoye reported that the work of the Strategic Plan Steering Committee Task Forces had begun and they were brainstorming and doing research on action steps. Instead of the Steering Committee meeting on April 29, only the Task Force leaders and the District administrators would meet to make sure everyone was on the same page. The Task Forces, Transformational Teaching and Learning, Holistic Experience, SEL and Equity, are doing research to bring ideas forward.

The Finance and Facilities Task Force is looking to see what is being brought forward, making notations as to where the cost will be, etc., noting that the District has a robust committee and thus is taking a different role.

All of the members help, both internal and external, is appreciated.

Policy Manual

The Board of Education members had received the edits to the policies raised during first reading. Ms. Kalmerton was tracking the comments and concerns and the status of the policies, making sure they went to the attorney when necessary. Dr. Isoye had looked at those concerns, cross-referenced his notes and the minutes to get an idea of the history. He worked with Mr. Zumpf of the IASB and the Franczek attorneys to get the most up to date information for these edits.

The Board of Education members reviewed each section for additional concerns/questions and as a result asked for the following amendments:

Section II: 2:260 – page 2 of 3 in 3rd para: remove the word “sexual”

Section IV, 4:80, Internal Controls: Keep last sentence on two of three. “The Board may from time to time engage a third-party to audit internal controls in addition to the annual audit.”

Section VII: 7:60, Page 2, para 2., Line 3: Add the following sentence after the phrase “that is due.”

“ The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b.”

In Policy 4:80, it was also noted that the Comprehensive Financial Accounting Report was a different format than that of the ISBE. ASBO stands for Association of School Business Officials. Checks are only signed by the Treasurer as stated under control requirements for checks because only the Treasurer needs to be bonded, rather than multiple people.

Clarification was given that the school was not prohibited from funding something if only federal grants were provided.

Mr. Finnegan congratulated the entire board, the administrative team, and the IASB for this endeavor that was decided upon two years ago.

The following items were removed from the consent agenda: Amendment of the FY 2013 Budget and the Board of Education Budget for 2013-14.

Consent Items

Mr. Finnegan moved to approve the following consent items:

- Check Disbursements and Financial Resolutions dated April 25, 2013
- Monthly Financial Reports
- Monthly Treasurer's Report
- Food Service Rollover Bids – Distributor, Milk and Bread
- Direct to Manufacturer Bid Food Products
- 2014 Summer Maintenance Construction Projects
- Pilgrim Parking Lot Contract
- Contract with Ombudsman
- Activities and Stipends for FY 2014
- Audit Engagement Letter
- Pekron Consulting Contract for 2014
- Renewal of the Landscaping Contract with McAdam Landscaping, Inc.

seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

**Amended Budget
FY 2013**

Mr. Finnegan moved to amend the FY 2013 Budget; seconded by Dr. Millard. A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried. Ms. Patchak-Layman did not support the amended budget as she had not supported the original budget for 2013-14.

**FY 2014
Board of Education**

Mr. Finnegan moved to approve the Board of Education Budget for FY 2014, as presented; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Mr. Finnegan asked that the new Board of Education investigate video tapping the Board of Education meetings as do the Village of Oak Park and District 97. While there may be obstacles to overcome in giving students the experience of taping the meetings because of their length, he believed it is something for the new Board of Education to consider. Dr. Millard concurred.

Mr. Phelan referring to a line item about interest based bargaining, said that it was not an interest of his and it was just a placeholder.

Gala

Mr. Finnegan moved to approve the request from GALA to hold the annual Fourth of July fireworks on the grounds of Oak Park and River Forest High School, subject to the submittal of a certificate of insurance; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Athletic Trainer

Discussion ensued about the present contract with AthletiCo and whether the new contract would have the same content as the old, minus amounts and dates and extensions. Discussion ensued as to how this contract compared/differed from the one used with Thrive, as they were both for services rendered. The contracts were with the organizations of AthletiCo and Thrive, not the actual service provider who is at the discretion of the organization. The District participates in the selection of the individuals to provide services for Thrive, as it would do with NovaCare and

AthletiCo. The contract with Thrive for the student advocate stated the following: “REFERRAL FOR SERVICE: The Student Advocate is prohibited from (1) exclusive routing of clients to Thrive Counseling for services, and (2) engaging in private, professional contact with clients in any external service provisions in which they may be engaged in the community.” Instead, Appendix C of the current AthletiCo contract reads: “Coaches and administration of Oak Park and River Forest High School will educate their players and parent son the importance of medical care and follow-up if necessary with an AthletiCo facility after injury. It would “Establish a link and information pertaining to AthletiCo’s assigned certified athletic trainers and all AthletiCo services to OPRFHS’s website.” Ms. Patchak-Layman felt this gave them a “protected status” or more access and encouragement for students to go to AthletiCo, and yet the other contract discouraged that type of involvement.

Ms. McCormack felt that if the high school were paying the actual costs of the services provided, it would be much higher. She felt that what the District paid was less than either trainer deserved or was paid. Mr. Phelan, as a parent of someone who needed to use too many of its services, noted that consistency was valuable. Having trainers at the school make sure students do their follow-ups. In addition, it is not exclusive, as he could have chosen to go somewhere else. Ms. McCormack concurred that AthletiCo did not pressure them to use its facilities.

The administration’s recommendation continued to be NovaCare.

Dr. Lee believed that the majority of the Board of Education who knew and cared about the trainers would award the AthletiCo contract. He believed that the Board of Education needed to exert extraordinary effort to stop doing business with known entities. He also believed that the two trainers who have provided services were clearly superior people; however, the Board of Education also has an obligation to those parents and students who do not have direct involvement in the athletic programs. He would not support the AthletiCo bid.

Ms. Fisher felt that when there were two bidders that came out virtually equal in all of the various criteria, it was not unfair to consider that one had provided superior services and one the Board of Education would consider in any circumstances in terms of contract or employee. It is fair to consider a company that both the District and the parents are pleased with what it is doing. Therefore, she would support AthletiCo.

Dr. Millard reflected on the administration’s rigorous and fair process of assessing the objective aspects of a given contract. The practice has been to recommend the lowest bidder. Clearly, both firms want the high school’s business and they are undercutting expenses in order to get it. With regard to expertise, it is known versus unknown. The community members, students, staff, parents, and former students who had contacted her about the professionalism of AthletiCo influenced her. There are substantial and warranted reasons why some members of the Board of Education would accept a contract with a higher bidder.

Ms. Patchak-Layman did not believe the school should work this way, even if this was occurring in that industry. She would not support either contract. She had found an article from June 2006 where it stated that AthletiCo had been the low bidder at that time. Trinity Orthopedics had been the trainer since 2000. Trinity was dropped because AthletiCo’s bid was lower. Many people testified at that time as well. If this

were just based on price, AthletiCo would understand that the low bid could be the determining factor. When asked the alternative to supporting either of the organizations, Ms. Patchak-Layman stated that she would either bring these trainers on staff or contract them. Note: to do so would be very costly and the liability would be significant. A suggestion was made that the language could be tempered regarding referrals, such as putting something on the website about the fact that students have a choice.

Mr. Phelan moved to accept the AthletiCo bid as the athletic trainer from 2013-2016 and to negotiate the contract.

Minutes

Mr. Finnegan moved to approve the Open and Closed Session Minutes of March 11 (Policy) and 12 (Policy), April 16 (Policy, Finance), 2013 and a declaration that the closed session audiotapes of September are destroyed; seconded by Dr. Lee. A voice vote resulted in motion carried.

District Reports

Mr. Finnegan attending the IGOV meeting at which time behavioral issues at the library were discussed.

Closed Session

The Board of Education resumed closed session at 10:25 p.m. on April 25, 2013.

At 11:55 p.m., on Thursday, April 25, 2013, the Board of Education resumed open session.

**Personnel
Recommendations**

Mr. Finnegan moved to approve the personnel recommendations as presented, which included New Hires, Transfer, Resignation, and administrative compensation for Superintendent Isoye for the 2013-14 school year of \$215,000; seconded by Dr. Lee. A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

Adjournment

At 11:56 p.m. on Thursday, April 25, 2013, Dr. Lee moved to adjourn this meeting; seconded by Mr. Finnegan. A voice vote resulted in motion carried.

Terry Finnegan
President

Amy McCormack
Secretary