

April 24, 2014

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, April 24, 2014, in the Board Room of the OPRFHS.

Call to Order

President Phelan called the meeting to order at 6:30 p.m. A roll call indicated the following Board of Education members were present: Thomas F. Cofsky, Dr. Steven Gevinson, Dr. Ralph H. Lee, Dr. Jackie Moore, Sharon Patchak Layman, John Phelan, and Jeff Weissglass. Also present were Dr. Steven T. Isoye, Superintendent; Nathaniel L. Rouse, Principal; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:38 p.m. on Thursday, April 24, 2014, Mr. Phelan 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; Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

At 7:30 p.m., the Board of Education resumed open session.

Joining the meeting were Tod Altenburg, Chief Financial Officer; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Dr. Tina Hallman, Assistant Superintendent for Student Services; Karin Sullivan, Director of Communications and Community Relations; and Sheila Hardin, Faculty Senate Executive Committee Chair; and Joe Cofsky, Student Council Liaison Representative.

Visitors

OPRFHS faculty and staff members Clyde Lundgren, John Stelzer, Robert Zummallen; Al Steffler of Henry Bros.; Nancy Leavy, League of Women Voters; Dorothy Devin, Patrick Bronson, George Farrell and Robert Wroble of Legat Architects, Sue Arends, Jill Baron, John Bokum, Dana, Drew and Joe Connell, Jim Crowley, Bernadette Diaz, Julie Elmiger, Andrew Ewsycybe, Shanita Fillyam, Jake Gay, Carol Gronwold, John Kayser, Dan Koenig, Matt Kosterand, Julie Lloyd, Allison Lundeen, Jennifer Partridge, Arlene Pedraza, Ellen Pimentel, Kris Reichmann, Mary & Dan Roberts, Peter Ryan, Robert Shepelak, Ian Silber, Tess and Maya Trinkka, Ken West,

**Mission &
Vision Statements**

Mr. Phelan read the school's mission and vision statements:

Vision

Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

Mission

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students

Public Comments

Kris Reichmann, resident of 146 N. Humphrey, Oak Park, is a 20-year resident, spoke of his three children who had been members of TOPS since they were five years old. One is a master swimmer and one is a triathlete. Because of his children's involvement with swimming, he believes the pool situation in Oak Park is deplorable compared with other towns and the resources available. There are two huge and thriving swim teams and a thriving synchronized swim team. Pools bring the community together, they are intergenerational, as everyone swims with everyone. Because every age group utilizes the pools in full force, he found it silly that Oak Park does not have a year round pool. He felt it would also provide an opportunity for employment as life guards, etc. He encouraged the Board of Education to say yes to one of the plans, and he appreciated its consideration.

Ian Silber, resident of 228 Wesley, Oak Park, asked that the Board build an Olympic size pool. He asked the Board of Education to be bold and to be brave as the extra cost to build it would be minimal. This is a long-term investment.

Tess Trinka, resident of 600 Fair Oaks, Oak Park, spoke on behalf of the tennis community. She noted the pools are an integral part of Special Education. She learned to play tennis on these courts, used it in gym classes, and she was part of the tennis program. The program is inclusive; it is a no-cut sport for boys and girls. Many students learn how to play tennis. Putting tennis on the roof would diminish the tennis team, the community, and Special Education. She implored the Board of Education to consider this.

Joe Connell, resident of 538 N. Elmwood, Oak Park, advocated for aquatics and swimming. He commended the Board of Education for being a good client, and he appreciated the thoroughness of the report, including the soil borings, etc. as it provided more credibility. While the cost is expensive, the pool is something that will last 60 years. Much is being done for many students but there is little that the Board of Education could vote on that would last for 60 years. It has an effect on more things than just PE, i.e., Special Education Recreation, synchronized swimming, etc. He did not believe improvements should be made that take away from vibrant sports. His goal was to demonstrate a vision and for the Board of Education members to put themselves in the shoes of the people 80 years ago who made the decision to build the current pools. He hoped they would be bold enough to affect the next 80 years.

Ellen Pimentel, resident of 147 N. Lombard, Oak Park, has 3 children, all swimmers and graduates. They all swam. She was invested in swimming and noted that there were many groups that swim; pools bring the community together. She said future generations of students deserve a great pool and the Board of Education has to think as big as possible. A pool lasts for a long

time. She hoped the school could benefit people for a long time, an Olympic pool could host a state championship, etc.

John Bokum, resident of 629 S. Home, Oak Park, resident since 1979, and put 4 children through the school system. He was a swimmer and a tennis player growing up. He asked the Board of Education to consider multi-sports, leave the tennis courts where they are and to build an Olympic-sized pool. He encouraged them to be bold and to spend the money right the first time. OPRFHS is the cornerstone of this community and if it had to do so, it should float bonds. He also felt private donors would assist.

Mary and Danny Roberts, resident of 818 N. Grove, Oak Park, noted that they had listened to what has been said about the pool, the renovation, the replacement and now the feasibility study for the past two years. Swimming has been an important part of their lives, as their son and daughter were part of TOPS. Time is of the essence. A timely decision, if made tonight, could have the children/community in the pool by 2017.

Jim Crowley, resident of 329 S. Lombard, Oak Park, did not have a pool when he grew up and he did not have an opportunity to learn to swim. He started the sport later in life. He stated that Oak Park's programming opportunities are light years ahead of others, i.e., music ensembles, etc. As the Board of Education looks at this, he asked them to think about what this opportunity means for so many kids. Not having an aquatics program would be a major setback for an opportunity that has a wide spectrum of students. From the standpoint of opportunity, he encouraged looking at the investment in the children to distinguish themselves and make a contribution at a young age.

Allison Lunden, resident of 846 Forest, River Forest, has two daughters who swim. She concurred with going bold. In the last 10 years, she has been to every pool in the Chicagoland area. Both the OPRFHS swim and water teams are undefeated and they deserve a better and bigger pool. They are embarrassed at their pool when they see the pools at Lyons and Lincolnway. Some groups will not meet here anymore. This pool is the worst of 250 pools in the area.

Sue Ahrens, 1345 Lathrop, River Forest, classmate of Mr. Phelan, played tennis year for four years and her children play tennis. She implored the Board of Education not to put tennis courts on the roof. Space is needed for spectators. He would also hate to get rid of any green space as there is little of it.

Matt Kosterand, 608 Bonnie Brae in River Forest, had children who played tennis and were swimmers. He encouraged being bold on swimming and agreed that putting tennis on a roof top and eliminating spectator seating would be a tragedy.

Arlene Pedraza, 520 S. Cuyler, has a freshman who is on the OPRFHS wrestling team and a seventh-grade swimmer. Her family would love to see a new pool at OPRFHS. While it would best be located on Lake Street on the garage, something is needed that will accommodate a larger number of

parents. They have visited various pools and were embarrassed at the OPRFHS pool. She supported a new pool and a bigger space for spectators.

Pool presentation

Patrick Brosnan, president and educational planner at Legat Architects, introduced the team charged with completing a pool site selection study (Rob Wroble, George Farrell, Al Steffler of Henry Bros), and made opening comments. Mr. Steffler is the project estimator of Henry Bros. The team's involvement in the pool site selection study began last summer after Stantec completed its study and presented it to the long-range planning committee that was working on the facility master plan and the idea was to fold the two studies into one. The long-range master plan information was added into their findings and included in the renovating of the pools. Three potential pool sites were brought to the Board of Education last December at the high level. Stantec had proposed an 8-lane and 1 8-lane stretch pool. Today, Mr. Wroble will speak about the options of a 9-lane long stretch pool or an 11-lane 25 yard pool. Direction from the Board of Education in December was to move forward with a study that would be a deeper dive from the conceptual level. This report is a summary of the findings for site selection and options that can be considered in making this important decision.

The consulting team consisted of Water Technology, Jacob & Hefner, AMSCO, Larson Engineering, Henry Bros, and Legat Architects. They wanted to get as much information as possible on the two sites in order to be able to 1) investigate existing conditions that might affect the cost of the project, 2) consider a conceptual building program to find the needs, 3) confirm the building could fit on the two sites, and 4) determine the cost analysis.

Site 1: Current parking deck

Site 2: Baseball site

Soil borings were completed to evaluate the structural capacity and understand an analysis and consistency of the soil that might affect the cost.

The pros and cons of the sites were as follows:

Site 1

Pros: Highly visible and has the potential to be a new front door and statement to community.

It would have little to no impact on day-to-day operations.

Site II

Pros: No effect on parking

Cons: It affects the play field. The proposal suggested shifting the playing fields to the north and considering whether to put the tennis courts on the roof of the building or move them off site.

Building Program:

Understanding how the pool is used determines what volume it should be. It must accommodate academic PE classes, competitive swimming, diving, and a bulk head in the pool which would allow simultaneous activities. The pool's size was also an important consideration moving forward. Working

with the team in conjunction with school administrators, they identified both the current needs and future needs, i.e., locker rooms, showers and toilet facilities, family changing rooms, visiting teams, etc. Those items were included in a floor plan that anticipated those needs. Both sites would accommodate a building with these amenities. Other spaces in a natatorium would compete for pool space. It is important for locker rooms to flow easily to the swimming pool.

All of the stakeholders came up with as many ideas as possible and they were put into a report as to how they would affect the design and the cost of the building. The vision was for one floor plan for all site option.

Underground: Mechanical equipment

1st FL: An Olympic-sized pool, an 8-foot deck, locker rooms off to the side, and lobbies on both sides of the building with support facilities off to the side.

2nd FL: Seating for 400 to 500 spectators.
Concessions and mechanical spaces.

1A: A diagram of how the space would be organized was shared. The parking deck, the grey mass was existing school and orange was the pool building. Parking spaces were not replaced.

Each option had a section sketch which helped to identify the necessary height of the building, Village ordinances and how things stacked on top of each other.

1B: This diagram replaced the 100 parking spaces with 100 spaces below the pool's volume. The basement level is the parking deck and the pool is raised. The rest of the building remains the same. The pool deck is at the second deck level and spectator seating is on the 3rd floor. The ordinances would allow this and, thus, it is a viable option.

2A: The building on the space of the varsity baseball field would have a bridge to the second floor of the high school building.

2B: The tennis courts were relocated to the roof of the natatorium. The natatorium facility, even with all of the amenities, is still smaller than the mass below and thus extend past the footprint of the natatorium. The courts would be 50 feet above ground.

The consultants took all of the identified needs of the school and increased enrollment figures and established a building program that would fit on both sites. Then they looked at other options, i.e., reduction of programs, etc. Could athletics and PE facilities be shared? If an Olympic is not the right solution, would a long-stretch pool or something smaller be a consideration? Thus suggested revisions were provided.

R1: The basement was eliminated and a long stretch pool and the locker rooms were on same level.

R2: What are the cost or implications of water? The long-stretch pool was replaced with an Olympic pool.

R3: This revision duplicates the existing facilities. 11 lanes and support spaces.

After the Finance Committee meeting, all 8 options were put on 1.

Proposed Pool Options Summary

Each site has various characteristics that will be a factor in determining the project. The size of pool will affect support facilities. The proposed cost of the pools is for each pool in today's dollars.

Cost Analysis

Mr. Steffler reviewed the Conceptual estimating objectives:

- Develop conceptual cost estimates for the various design options requested by OPRFHS and prepared by Legat Architects
- Develop two order of magnitude costs to demolish and reconstruct the two existing pools into raw shell space for future development.
- Assemble and compile comprehensive project budgets included all Owner Soft Costs for all design options on behalf of OPRFHS.

The costs components of the various conceptual estimates included:

- 1) Hard construction costs:
 - a. The building construction work
 - b. The site construction work
 - c. Construction management
- 2) The owner soft costs would be:
 - a. Architectural/Engineering Fees
 - b. Abatement consulting and removal
 - c. Independent testing and inspection services
 - d. Electric, gas and telephone service fees
 - e. Owner furniture, fixtures and equipment
- 3) Ancillary costs would be:
 - a. 10% Owner project design contingency
 - b. 10% owner project construction contingency
 - c. Inflation/cost escalation for a 3-year project duration

The variable options include a building square footage of between 146,081 and 23,001 and this equates to a \$17,461, 678 cost differential between the various design options solely for the building construction costs. The site design options prepared range from 301,000 square feet (Site B) to 145,300 square feet (Site A), double from one site to the other site.

Existing Site Conditions

The Lake Street design option requires:

- a. The purchase of the existing parking garage building structure at a yet undetermined price, although \$2 million was used.
- b. Demolition of the existing parking garage building structure at a cost of \$717,000.

- c. The relocation of the school's underground primary Com-ED electrical service, NICOR natural gas service and sanitary sewer service lines at a cost of \$305,000.

The Linden Avenue design option requires complete demolition, removal and reconfiguration, reconstruction of the existing 301,000 square foot baseball field, tennis courts and all related site utilities at a cost to the project of \$2,075,765.

Additional Design option features costs include:

Additional Lake Street Design Options include

- a. Connection of the new pool building structure to existing school building structure including the construction of new first and second floor public hallways through the existing school building interiors at a cost of \$950,000 additional to the project.
- b. The addition of a 4,000 square foot first floor public lobby area between the new pool building structures to the south elevation of the existing school building structure at an additional cost of \$1,458,400.
- c. An underground parking garage structure at an additional cost to project of \$12,069,191.

Additional Linden Avenue Design Options include:

- a. Connection of the new pool building structure to existing school building structure including the construction of new second floor public hallway through the existing school building interiors at an additional cost of \$500,000.
- b. A 130 long elevated sky bridge connecting the new pool building structure to the existing school building second floor level at an additional cost of \$1,232,500.
- c. Eight rooftop level tennis courts which require 54,000 square feet of rooftop level construction as well as associated additional building structure to support the cantilevered rooftop tennis courts at an additional cost to project of \$5,169,715.

Owner Contingency and Inflation/Escalation Costs which include:

- a. 10% owner project design contingency. This equates to a costs differential of \$3,678,190 between the various design options.
- b. Inflation/cost escalation for a 3 year project duration. This equates to a costs differential of \$3,932,365 between the various design options.
- c. 10% owner project construction contingency. This equates to a costs differential of \$3,678,190 between the various design options.

Mr. Steffler reviewed the conceptual construction costs estimates and the design data required to prepare the schematic design phase, which would be followed by the design development phase and then the phase cost estimates. He noted that the team, including the high school, has a process that is organized and structured and directed by Mr. Zummallen. He hoped that information provide would enable the Board of Education to start the process of schematic design, which would then be followed by Design Development Phase Services, and Construction Document Phase Services. He continued

that it was their jobs to keep costs under control, and he asked for an option that would allow them to move forward through the normal process that they have done for the last five years successfully.

Discussion ensued. Dr. Moore noted the following concerns: 1) What is the cost of moving the tennis courts somewhere else? 2) What would happen when there were no longer additional 200 parking spots available? 4) What is the vision of the Board of Education and the administration for this natatorium? Is it to be a community center or is it to be a high school sporting facility through the school year and the current programs or is it to fill the void that Concordia left; 5) Should the Board of Education consider this a money maker; 6) community perception and frustration living on a block across from an area that see lots of wedding, etc. The pool is one aspect, but some of the designs, parking, accessibility, and the outside option of displacing the tennis courts and putting a pool in such a place that it changes the access of students going from the field to the high school.

Dr. Lee did not believe the Board of Education could make any decision until it realized it can't have it all and determine next best. He asked if the area south of Lake Street had been ruled out as an option. He has not been involved in any conversations about alternative space for tennis courts.

Dr. Gevinson reflected that last fall the Board of Education had received a preliminary report came that expanded the pool to 8 lanes, nothing that the smallest pool in this report was 9 lanes. He asked if there were any connection between swimming in PE and the athletic program from the curriculum. How important is swimming to the PE educational program. How important is it to life safety as well. This may have implications for the pool being built. Today it was announced that a Barrack Obama High School will be built and paid for with TIF funds and its total cost was projected at \$60 million. He was surprised that the proposals for the pool were so high. While teaching at the Lab School, a gift of \$25 million was received for building an entire arts wing. He asked if the District had considered something off site and partnering with the Park District.

Mr. Cofsky concurred that the whole picture was contained in the study, as there are supplemental issues with every activity. The high school is landlocked and real estate is precious. The work has begun to put a value on some of the specific components, i.e., \$12 Million to put a garage under the pool. This study helps with determining why "x" and "y" should be done. The study gives the Board of Education an opportunity to reflect on the vision when the cost was considerably less. Having this data will allow the Board of Education better look at some of preceding things. He would not want to build a garage under a pool, but is it worth \$20 million to replicate what is now in place. He believed it was worthy of a further look.

Ms. Patchak-Layman appreciated getting the proposed pool options where either site can accommodate Rev 1A. It helps to have the basic structure and know that it could be in either location. To her, the costs were even. Field costs or the cost to purchase the garage were similar. She participated on the original committee that looked at the possibilities and originally there were 15

possibilities, including whether the rooms by the east and west pools could be used to expand the facility. That was not an option based on state and building codes that would be required when the pool work started. The pools would have to be reduced in the same place. The state requires so many square feet on the decks, head height for diving, etc. Programs were added into the construction or loss of space as well. There were many constraints to use the site across the street, similar to both of the sites now being proposed. She appreciated getting the revisions for both sites.

Mr. Weissglass was surprised at this large amount of money and the fact that no one was suggesting that the District not spend that money. The Board of Education is at a place where it has to make decision for the school and the community. His thoughts about this subject were:

- 1) The value of instructional swim is very high and OPRFHS has a long history of providing this. While it is a state requirement, a waiver could be sought. However, not providing instructional swim would be shocking to the community.
- 2) He was a college and high school athlete, although not swimming athlete, and understood that competitive sports were good for the students who engage in them, the school, and the community and he wanted to support that fact.
- 3) Putting tennis courts on the roof would be troublesome.
- 4) While some of the community question why no action was taken to consider collaborating with the Park District on this, the sharing of just one pool is an unlikely scenario as seasons overlap, varying water temperatures are at issue, and the Park District says that indoor pools do not make money.
- 5) Perhaps the community could use a high school pool for early morning swims, some Sundays, and maybe in May before the outdoor pools are open or for rainy days opportunities for camps.

Mr. Phelan wanted it all, but he was unwilling to get it all and he saw lots of respectful tensions, i.e., swimming versus tennis, cost, a community versus a high school issue, parking versus field space, collaboration versus isolation, etc. When looking at problems, he tries to solve it from a bigger space. From his standpoint in looking at collaboration versus isolation, the question comes to mind that the Village owns a parking garage that OPRFHS uses that has a large debt on it. He felt that Scoville, south of Lake Street, should be considered as a third site for the pool. If the District owned Scoville Avenue and the two sidewalks, it would eliminate the cost of relocating the fields, the tennis courts, losing seasons, and parking. If the garage could be purchased for the cost of the debt the village is carrying, it might be a better fit.

Ms. Patchak-Layman noted that the Park District had found from its Ridgeland Commons study that there were big difficulties to overcome for that site because of what happens under Scoville, i.e., utilities, etc., and it is access for emergency vehicles as a throughway. The idea was on the table at one point.

Mr. Phelan suggested that a quick study be done as it would create a corridor and it would be adjacent to the Park District. He felt this was an opportunity

for collaboration to get something from the Village and solve problems. The Board of Education is at a point of accepting the study and the next step is to choose a site. He also suggested that the District allow the community the opportunity to weigh in on whether or not they wanted their money spent on it and go for a referendum. Legat Architect offered to meet with the Village to get an understanding utility layout, meet with the Fire Department about utility access, pedestrian underway, etc. Depending on the maps and plans, it would be a 4 to 5 week process which would include discussions about height restrictions, setbacks, etc. Ms. Leavy noted that the Board of Education she was on had considered it, but backed away. She felt the site would be more feasible for tennis courts.

Discussion also ensued about the green space south of Lake Street and whether it would be suitable for consideration. The cons noted for considering this were 1) if the field were turned east and west it would be less space for gym, competition, etc., orienting the tennis courts east to west would mean serving into the sun, and students would have to change, cross Lake Street, and change again in a scenario of 45 minutes. Those were reasons that site was not considered.

Mr. Phelan thanked Mr. Zummallen, Legat, and Henry Bros. on their work and noted that this was the beginning and much information to analyze.

The meeting recessed at 9:25 p.m. and resumed at 9:45 p.m.

FOIA Requests

Ms. Kalmerton reported that one FOIA request had been received and resolved.

Student Council

Mr. Rouse reported for Joe Cofsky on Student Council's activities. He spoke about Student Council raising \$1500 for charity.

Faculty Report

None

Superintendent's Report

Dr. Isoye reported the following:

English teacher Jessica Stovall won the Fulbright Distinguished Award in Teaching. Ms. Stovall will spend first semester next year in New Zealand, where schools have an achievement gap between white and Māori students that mirrors the gap between white students and students of color in the United States. She will be doing intensive work to study successful approaches for closing the gap at schools in New Zealand, then implementing those ideas with a cohort of teachers at OPRF.

Omedetōgozaimasu (congratulations) to Japanese teacher Yoko Schmadeke, who has won the 2014 Cultural Achievement Award from the Japan America Society of Chicago. Ms. Schmadeke received the award, given annually to someone who has contributed to the knowledge and appreciation of Japanese culture, for organizing OPRF's exchange program with Japanese students as well as creating the school's annual Japanese Festival.

School nurse Mary Ellen Sjoström was honored with the Fitzsimmons Award for Excellence in Public Health, given by the Oak Park Board of Health and the Oak Park Department of Public Health. Sjoström received the award because "for nearly 20 years, [she] has been the first responder to the health needs of the thousands of Oak Park residents who attend Oak Park River and Forest High School. Her nomination noted her gracious and compassionate spirit."

Students receiving the OPRF Outstanding Improvement Award for raising their GPA a full point during first semester number 112

In addition, 120 students won the Human Relations Award for having a positive impact on school culture.

Congratulations to the Students of the Quarter, who were honored by faculty, staff, and their families at a breakfast earlier this month:

- Maggie Cusick
- Maille O'Donnell
- Nia Coke
- Rayniesha Lawrence
- Samuel Reinhardt
- Celia Esmeranda-Iniguez-Rojo
- Taylor West
- Nina Gerdes
- Jasmine Hemsley
- Lindsay Todd
- Caitlin Jeffries
- Nora Kraft

Grace Niewijk won first place in the Midwest Research Competition: Positive Impact Investigatory Design. The competition focuses on how high school students can use their ideas to have a positive impact on the world around them. Grace developed a novel antimicrobial bandage and gel based on slime of the Pacific hagfish. In addition, eight other OPRF students were finalists in the competition.

Senior Jared Corbett won first place in the national P.L.A.T.O. contest. One hundred U.S. high school students submitted pieces to this philosophy-essay competition. Jared's essay "Probabilistic Chains" defended hard determinism against both compatibilist and libertarian arguments for free will.

The Varsity Huskie Scholastic Bowl team has qualified to compete at the National Academic Quiz Tournaments (NAQT) National Championship meet, to be held May 31 - June 1.

At the beginning of April, OPRF senior and Olympic speed skater Emery Lehman visited the White House, met President Obama and the First Lady, and was part of the "Best of U.S. Awards Show."

In its annual listing of best schools in the United States, "U.S. News & World Report" ranked OPRF number 19 in in the state, out of 131 Illinois high schools that made the list.

The following items were removed from consent agenda:

- A. Check Disbursements and Financial Resolutions dated April 24, 2014

- P. Open & Closed Minutes of Open and Closed Session Minutes March 20 and April 7, and 15, 2014 and a declaration that the closed session audiotapes of September 2012 be Destroyed
- Q. Ombudsman School Contract Renewal

Consent Items

Mr. Phelan moved to approve the following consent items:

- Monthly Treasurer’s Report
- Monthly Financial Reports
- Personnel Recommendations, including New Hires Resignations, Resignations, Leave of Absence, and Retirements
- Gifts and Donations
- Hotel Contract for Prom
- Food Service Bids
- Athletic Uniform Bid
- IT Server and Network Contract – E2
- Life Safety Amendment
- Driver Ed Simulator Equipment Renewal
- GALA Fourth of July Fireworks Show
- Board of Education Budget
- DuPage West Cook Resolution
- Board of Education Meeting Dates for 2014-15 School Year
- Policies for First Reading
 1. 2:30 School District Elections
 2. 2:10 Qualifications, Terms and Duties of Board Officers
 3. 4:30 Revenue and Investments
 4. 5:10, Equal Employment Opportunities
 5. 5:30, Hiring Practices
 6. 5:125 Personal Technology
 7. 5:190 Teacher Qualification
 8. 5:240 Suspension
 9. 7:70, Attendance and Truancy
 10. 7:140 Search & Seizure

Minutes

Mr. Phelan moved to approve the open and closed session minutes of March 20, April 7, and 15, 2014, and to declare that the closed session audiotapes of September 2012 be destroyed; seconded by. A voice vote resulted motion carried. Ms. Patchak-Layman objected to the destruction of the closed session audiotapes.

Ombudsman

Mr. Phelan moved to approve the contract with Ombudsman as presented; seconded by Dr. Gevinson. Discussion ensued.

Mr. Prale reported that each year in August the Board of Education receives a status update on the students who are attending Ombudsman and HARBOR. Those who attend and respond to Ombudsman’s online curriculum generally finish their coursework there and graduate from OPRFHS. Ombudsman provides a smaller, independent, more personalized experience. OPRFHS is continuing to reserve about 10 slots for next year, which are generally used. Ombudsman works well for OPRFHS. He was unsure of what other schools in this area would/could provide this experience.

Director of Human Resources

Mr. Phelan moved to appoint Mr. Dave Ruhland as the Director of Human Resources as of May 5, 2014; seconded by Dr. Moore. A roll call vote resulted in all ayes. Motion carried.

Mr. Ruhland's work experience includes the Chicago Public Schools as Director of Employee Engagement, the Farmington Michigan Public Schools as Associate Superintendent of Instructional Support Services and Assistant Superintendent of Human Resources/Legal Services, the Oakland Intermediate School District in Waterford Michigan as the Director of Human Resources and Labor Relations, Farmington, Michigan, the Bay City Michigan Public Schools as Director of Human Resources, a Partner at Lambert, Lese, etc., a legal firm, and a General Motors engineer. Mr. Ruhland's base salary will be \$156,000.

Additional FTE

Mr. Phelan moved to approve 3.5 additional FTE for the 2014-15 school year; seconded by Dr. Moore. A roll call vote resulted in five ayes and two nays. Mr. Cofsky and Mr. Phelan voted nay. Motion carried.

The District has realized at the end of the school year that the majority of classes are at the higher end of the spectrum and made the request for additional FTE so that class size will be on the lower end of the target class sizes, allowing students more flexibility in changing classes. This is the opportunity to lower class size for students who are challenging themselves. If they take too much of a challenge, the District must find classes for them and do overrides. More exploration needs to occur about having honors and college prep students in the same class (differentiated instruction). The administration is responding to the faculty's concerns that class size has crept up in some areas.

Dr. Gevinson appreciated the need and fully supported this request. He asked that the District consider what the appropriate level of class size is when it comes to different content areas/divisions/course, considering both work load equity and educational matters. He also proposed looking at an equity formulation. What is the right size for class size for each level? The District has not determined the optimum level or correct level from one track to another. Dr. Gevinson felt this was a good step and it needs to be looked at more systematically. Mr. Rouse stated that the 3.5 FTE speaks to FTE overall. The individual divisions looking for additional FTE are:

English 1.4
Math 3.0
History 2.0
Science 1.8

Art .7
World Languages .4
Music 0
Business 0

As students were choosing their courses, the District ran elective fairs and found that those electives that were not running last year, are running this year. This was due to the work of the faculty counseling staff and marketing. More students were taking Latin and African history. Mr. Phelan concurred with Dr. Gevinson that this should be more systematic and the Board of Education should know the costs associated with the implementation of program such as

the Read 180 Program. Not know if “x” percent more students would be able to try higher level courses made it difficult to determine where to spend the money.

Mr. Cofsky noted that this item came through the Finance Committee which recommended that it be brought forward with the following reservations:

- 1) The Instruction Committee had not reviewed it.
- 2) The cost is an additional \$293,000 per year, beyond the 6.8 FTE which were to keep whole with the growth in population.

Mr. Cofsky’s reservations were 1) the Board of Education had talked about class size and said that the Strategic Plan should determine where the District should put its resources and 2) what does the District expect to achieve with this incremental use of resources and 3) how does it fit with the Strategic Plan.

Mr. Weissglass concurred with Mr. Cofsky’s concern, but noted that the school must run while the implementation plans are being completed. The target ranges had been in practice for some period and were a well-established practice among the administration, which led him to feel that if the District has been saying these were the ranges and operating at the top of the ranges, and it was the intention and a Board of Education goal for students to try harder courses, it felt appropriate for the administration to recommend movement to the lower end of the ranges until the Strategic Plan is complete or another definition of class size range is developed. The FAC talked much about marginal deficits and annual increases and to keep them under control in order to meet referendum objectives and even within acceptable, authorized work, The Board of Education should ask how to pay for it and how can it be accomplished with the marginal deficit. He support it whether or not it was in the long-term projections.

Mr. Rouse reported that it is difficult to measure metrics and it takes time. He hoped to be able to say that this would allow the District to find a way to challenge “x” number of students to take higher level courses and to have more conversations about with the faculty and staff about differentiate instruction, creating more positive relations, and improving culture and climate. Mr. Phelan suggested providing information such as overrides were increased by 5% in order to help him make a rational decision. Dr. Isoye noted that even if nothing else changed in terms of the courses offered, they might be able to determine where is the log jam that prevents the District from doing the normal things. The log jams brought to his attention were when a student registers for summer school classes, completes the credit, and then needs to move out of next year schedule and the District needs to find a course for them. However, the student has to finish the class before the District can do an override. Even the electives classes had more students. Another example was English and a change in instruction where students should have been bumped up or down. The Advisory Leadership Team that was original Finance Advisory Committee did question the number in terms because there was one divisor in determining the class size. But it never addressed it. It looked at other levers in terms of predictors for the budget. The big story of doing what the District does with regard to its practice and how students get into classes does not answer the metric question.

Dr. Moore agreed with Dr. Gevinson that it seems necessary and it would be helpful to know how many students are being hampered in taking a class. Is that a policy issue? How is the school dealing with students that are staying in classes that are not appropriate for them because of the numbers, not because of their ability?

Ms. Patchak-Layman struggled with the enrollment assumptions and FTE from PMA, asking if they were based on the high end of 24 to 26 or is this a guide as to the ratio of staff and students and a change needs to be made in the projections. The request is to have more flexibility to get students into classes. When a proposal comes to the Board of Education for new classes, the staffing does not accompany that request. The Board of Education was told what staff would be needed for the science proposal, but not how it would affect the rest of science. The same is true for math, 2 variables, cohort classes and a math instructional coach and someone must teach those classes. That should be part of the course proposal going forward rather than requesting additional FTE now because of decisions made piecemeal through the year. A proposals is coming forward for a Special Education program with additional staff. Conversations about homerooms and advisories throughout the Strategic Plan have been put forward. How does that get balanced in with having this question come forward?

CSI Program

Mr. Phelan moved to approve the implementation of the Communication Service that are Intensive Program (CSI); seconded by Mr. Weissglass. A roll call vote resulted in five ayes and 2 nays. Ms. Patchak-Layman and Mr. Phelan voted nay. Motion carried.

The Special Education Department has a key mandate to have students in the Least Restrictive Environment (LRE) and OPRFHS strives to serve as many students with special needs as possible. Over the past couple of years, Special Education has researched and explored developing a program targeted at students who are currently off-campus and meeting their needs on campus. This program would provide these services to the students on campus and have a cost savings to the District of \$107,000 for 7 students. The average cost of tuition, transportation, etc. to an off campus site would be \$304,000. The off-campus budget goes up every year. Students with autism placed off campus in 2012-13 numbered 15, in 2011-12, 10 students, in 2010-11, 4 students, and in 2009-2010, 2 students.

The CSI program is intended to serve 6 to 8 students, ideally all freshmen and sophomores, typically with a diagnosis of, but not limited to, Autism or Asperger Syndrome. This segment of the population has grown over the last few years who have come from an off-campus setting or leave due to social behavior reasons. Currently 15 freshmen, 9 of which are in off campus placements now, are coming next year. Space for this program has been identified on the fourth floor with the social/emotional program and a suite of classes. The space in the middle of the computer area will be converted as a class for these students.

Since Dr. Halliman started here, only a limited number of students have been sent off campus. Typically, a student diagnosed early on in life and comes to the District. Ideally, freshman and sophomore students would be approached, as their parents would be easier to convince parents that OPRFHS has an in-house program. Students with autism need a very structured program and the parents need to be assured that the transition will be smooth. While families have been targeted, they have not been approached about this program. The District will know before the beginning of the year if enough students will participate.

Dr. Halliman stated that an evaluation tool has not yet been fully developed but it will probably be similar to the one developed for the EAC Program. She will also inquire of other schools who have this program, what type of evaluative form they use. She anticipated that after the first year, the District will be able to see if how successful the program is. The staff would be evaluated the Assistant Superintendent for Pupil Support Services or the Director of Special Education.

**2015
Summer
Construction**

Mr. Phelan moved to approve the 2015 summer capital improvements in the amount of \$4,856,500.00; seconded by Mr. Weissglass. A roll call vote resulted in all ayes. Motion carried. The work to be done will include:

- The 2nd floor old building Corridor North end by 291 floor tile abatement and replace with new Fritz tile. From 2011 – 2014 complete the old building corridor work.
- Repairing specified areas in the flat roof in order to extend the 2015 warranty.
- Replacement of 1967 addition old galvanized domestic water mains.
- Replacement of old electrical panels and feeder in 1967 addition
- Special education 109 remodel kitchen to accommodate ADA requirements. Remove carpet in two classrooms and replace with Fritz tile.
- Install door closures in all classrooms of the old building per direction of the Regional office of Education.
- Replacement of air handlers.
- Masonry restoration
- Educational Technology wiring closets and classrooms

**Memo of
Understanding**

Mr. Phelan moved to approve the Memorandum of Understanding with Faculty Senate; seconded by Dr. Moore. A roll call vote resulted in all ayes. Motion carried.

The Memorandum of Understanding would provide teachers, approved at this meeting for retirement, the option of delaying their retirement by a year with no additional cost to the District, and if pension reform did not happen. The teachers being approved at this meeting will get individual contracts and most of them are not in the grey area of the pension legislation. When TRS puts them into the retirement system, they will be able to verify what will happen. These teachers had submitted their retirement letters prior to when the pension

law passed. Ms. Hardin appreciated the Board of Education working with the faculty on this issue.

**Classroom of
Technology
Integration
Plan**

Mr. Phelan moved to approve the Classroom Technology Integration Plan, as presented; seconded by Mr. Weissglass. A voice vote resulted in motion carried.

A screen cast was included in the online information. This program is about dedicated student technology for teaching and learning. The administration was careful to be within the goal areas of the Strategic Plan. It will promote enabling teachers to use these devices to improve their teaching. Each phase will be measured and the administration will not move on to the next phase until it is comfortable with the current phase. The devices used in this program will also be used for the mandated PARCC testing, which will cost \$550,000. Thus, the only additional cost is \$50,000 for professional development and training. The rest of the costs is due to PARCC. Mr. Carioscio noted that students have an active role next year in this plan.

Mr. Weissglass is a strong supporter. He recalled conversation about this being an instructional conversation rather than a conversation for technology. Dr. Gevinson agreed that it was an instructional plan versus a technology plan.

**Data
Equity
Proposal**

Mr. Phelan moved to accept the Data Equity Proposal as presented; seconded by Mr. Cofsky. A voice vote resulted in motion carried.

District 97 initiated a discussion with legislators about data and how data is shared between the elementary districts and the high school district. The letter was vetted by Districts 90 and 97. The Policy Evaluation and Goals Committee approved moving this letter forward to the Board of Education for acceptance. The value is in understanding how their students are performing at the high school to analyze the experience of students in District 97. The highlighted section of the letter was of concern of the PEG Committee about going back to the third grade to look at data. So the following language was added: "Data throughout t a student's experience in Oak Park or River Forest can be used in longitudinal studies with points from both the elementary district and high school to better understand the experience of the student within the school system." Legislation will allow school districts to determine their own IGA as to how data is shared.

Mr. Phelan recognized District 97 Board of Education member Bob Spatz for his leadership and foresight in this regard.

**Pool
Feasibility
Study**

Mr. Phelan moved to accept the Pool Feasibility Study, as presented; seconded by Dr. Gevinson. A voice vote resulted in motion carried.

**Student
Discipline**

Mr. Phelan moved to expel Student EXP 04-24-14-04 but to hold the expulsion in abeyance through the end of second semester of the 2014-15 school year contingent upon appropriate placement at an alternative setting. A review of the student's academic progress, attendance, and successful completion of counseling will be made in December 2014 for consideration of appropriate

placement at that time; seconded by Dr. Moore. A roll call vote resulted in 5 ayes and 2 nays. Motion carried.

**Parent
Teacher
Advisory
Committee
Update
(PTAC)**

Mr. Rouse provided a report on the work of PTAC, noting that since that updated, two additional had occurred on April 17 and 24 and two more meetings planned over the next two Thursdays. Proposals are in motion to have ongoing task forces look at different issues, i.e., community service, etc.

IB Report

Mr. Prale noted that questions from the faculty and the community have been received about the International Baccalaureate (IB) Program because of the IB Program at District 97. Dr. Isoye and he looked at the issues, talked with IB and this report summarized their findings. The IB program is research driven and a quality assurance program. It could provide a strong influence for a percentage of a students and it has worked in different settings, both in small, private and large districts. While there would be challenges, distractions, and it could possibly create a gifted track, the program could be bended to serve the District's interests and purpose for the students it wanted to identify. Prep work must be done in grades 9 and 10 in order to identify junior and seniors for IBDP, which is its Diploma Program (DP). Thus, students would have to forego other experiences in order to access this program. When asked why this would not be something that an implementation team of the Strategic Plan would bring forward, Dr. Isoye noted that he proposed doing this report instead of waiting for it to decide it is something to discuss as the District needs to have a rationale. Implementing this program would be intentional. The biggest driver is students with this experience coming to OPRFHS from the District 97 middle schools. This information will be given to the implementation teams.

Dr. Moore noted that parents and teachers have said that as the program was being developed at District 97, there was an assumption given to families that OPRFHS would have this as well. She felt that was disingenuous because that was not true. She cautioned about proceeding with resources when not a recommendation of the Strategic Plan and she did not understand why it was being brought forward at this time. Mr. Weissglass liked it to District 90 going to 1-to-1 computing which pushed OPRFHS as well.

Ms. Patchak-Layman noted that the IB Program now has STEM and the District's program does not have the wrap around program, so there is no cohesiveness. This would be an opportunity to take STEM and make it an option for the students interested in it. It would give students an opportunity to have a smaller community. STEM is exciting for students to use here.

The Board of Education wanted no more work to be done on this subject and when the report goes to the Strategic Plan's implementation team, there should be no sense of urgency.

**Board Governance
Retreat**

It was the consensus of the Board of Education members to schedule a Board Governance Retreat and to consider the following topics:

This year's committee process
The Board and superintendent agreements
Determine how the annual planning cycle and evaluation fits with in the the strategic plan
Board goals
Compensation philosophy for administrators

**Superintendent
Evaluation Tool
And Process**

It was the consensus of the majority of the Board of Education members to update the superintendent evaluation tool with pertinent dates, goals, language, etc., and for Mr. Phelan to then send it to the Board of Education members for completion. Their responses will be combined into one document and it will be discussed in closed session. The results will then be shared with Dr. Isoye. Dr. Isoye and Mr. Phelan will work on the timeline. Discussion will occur at the regular June Board of Education meeting.

**Waiver of
Facility Fees**

The Board of Education was made aware that the Oak Park Country Club requested the use of the tennis courts on Sunday. Due to the fact that the high school uses its facilities for golf, the superintendent approved this request as per Policy 8:20 as an in-kind gesture.

**District Community
And State Reports**

Reports for Applause! and APPLE were included in the packet.

**Election of
Officers**

Mr. Weissglass nominated Mr. Phelan for president for a one-year term. Hearing no other nominations, Mr. Phelan was unanimously elected to President for a one-year term beginning May 2014.

Dr. Moore nominated Mr. Weissglass for vice president a one-year term. Hearing no other nominations, Mr. Weissglass was unanimously elected to vice president for a one-year term beginning May 2014.

Dr. Gevinson nominated Dr. Moore for secretary for a one-year term. Hearing no other nominations, Dr. Moore was unanimously elected to secretary for a one-year term beginning May 2014.

Closed Session

At 11:40 p.m., on Thursday, April 24, 2014, the Board of Education resumed its closed session. The Board of Education resumed its open session at 1:16 a.m. on Friday, April 25, 2014.

**Check Disbursements
& Financial Reports**

Mr. Phelan moved to approve the Check Disbursements and Financial Reports dated April 24, 2014; seconded by Dr. Moore. A roll call vote resulted in all ayes. Motion carried.

Adjournment

At 1:25 a.m., on Friday, April 25, 2014, Mr. Phelan moved to adjourn the Board of Education meeting; seconded by Dr. Moore. A voice vote resulted in all ayes. Motion carried.

John Phelan
President

Dr. Jackie Moore
Secretary