

**OAK PARK AND RIVER FOREST HIGH SCHOOL**  
**201 North Scoville Avenue**  
**Oak Park, IL 60302**

**Committee of the Whole**  
**December 12, 2017**

A Committee of the Whole Committee meeting was held on December 12, 2017. Dr. Moore called the meeting called to order at 6:33 p.m. in the Board Room. Committee members present were Fred Arkin, Matt Baron, Jennifer Cassell, Thomas F. Cofsky (attended electronically), Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy, as well as Dr. Joylynn Pruitt-Adams, Superintendent, and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.

Also present were Tod Altenburg, Chief School Business Officer; Greg Johnson, Assistant Superintendent for Curriculum and Instruction; Michael Carioscio, Chief Information Officer; Nathaniel Rouse, Principal; Karin Sullivan, Director of Communications and Community Relations; Amy Hill, Director of Research and Assessment; and Dr. Gwen Walker-Qualls, Director of Pupil Support Services.

Visitors: Jeff Bergmann, Caroline Gust, and John Condne, OPRFHS Faculty and Staff, Ralph Martire and Sheree Johnson, community members; Rob Wrobbles of Legat Architects, and Carl Thomas and Joe Light from Baker Tilly; and Michael Romain of the *Wednesday Journal*.

**Public Comments**

None

**Minutes**

Dr. Moore moved to approve the minutes of November 6, 2017, Committee of the Whole meeting; seconded by Ms. Cassell. A voice vote resulted in a motion carried.

**[Presentation of SB1947 by Ralph Martire](#)**

On Thursday, August 31, 2017, Governor Bruce Rauner signed Senate Bill (SB) 1947—which became Public Act (P.A.) 100-0465—into law. This breakthrough legislation incorporates the full “evidence-based model” (EBM) of school funding previously contained in SB 1. And while SB 1 passed the General Assembly in May of 2017, it was vetoed by the Governor. To gain the Governor’s support, a few, non-school funding related provisions were tacked onto SB 1 in what became the final version of that bill—SB 1947—which the Governor signed.

The Evidence-Based Model (EBM) incorporated in P.A. 100-0465 represents the best practice in school funding in that it ties the dollar amount taxpayers invest in schools to those educational practices research shows actually enhance student achievement over time. It is anticipated that once the model becomes fully funded, stakeholders can expect to see: growth in student test scores; improved school climates with reduced disciplinary problems; reduced drop-out rates with corresponding increases in high school graduation and college enrollment rates; and a K12 system that appropriately serves the social/emotional needs of students from diverse backgrounds. Ultimately, the EBM—again, when fully funded—will create a K-12 system with the capacity to provide an education of sufficient quality for all students to graduate high school college and career ready, irrespective of income, race, geography, and ethnicity.

Ralph Martire, River Forest Elementary School District 90, Board of Education President and Executive Director for the Center for Tax and Budget Accountability – CTBA presented a PowerPoint on the Analysis of SB 1947 (Public Act 100-0465): The Evidence-Based Funding for Student Success Act.

The current model funding of schools had no rational basis and it has inequitable funding. In Illinois, the state's share of funding is 26.1% while the US average is 45.2%. In Illinois, the local share is 65.3% and the state's share is 45.5%. From 1990-2005, property tax revenue growth was 49.75% and the State median income growth was 2.71%. From 2005-2013, the total property tax revenue growth was 6.33% and the state median income growth was -0.96%.

The median hourly wages for whites increased modestly between 1980 and 2014, but the White-Hispanic wage gap is larger, growing from \$4.36 per hour in 1980 to \$5.98 in 2014, an increase of 37% since 1980. The median wages for African-Americans declined. The hourly wage gap between whites and African-Americans grew from \$1.74 in 1980 to \$5.18 in 2014, an increase of 197% since 1980. Illinois has the lowest spending per student on low income students in the country by 20% and that has made Illinois a national outlier. Mr. Martire stated that this was immoral given the resources of the state. SB 1947 is about solving discrimination and the funding problem.

Key Features of the EBM (Evidence-Based Model) Formula are:

1. Evidence-Based Adequacy Model
2. Local Contribution Target
3. Funding Tiers
4. Accountability & Updates
5. Only runs "New State Dollars" through the EBM—in FY2018: \$350 million
6. Thereafter, SB 1947 establishes a Minimum Funding Level for new dollars of at least \$300 million per Year— with an additional \$50 million in play for EBM formula or property tax relief fund.

People from the University of Wisconsin and the University of Illinois Chicago determined that there were 27 essential elements and Step 1 was to calculate those costs, i.e., reading interventionists, student activities, full-day kindergarten, special education teachers and aides, smaller class size, technology, nurses and guidance counselors, professional development, and up-to-date materials. Districts report these numbers to the ISBE and the administration must be confident in the numbers it submits. Step 2 would be to apply the essential elements to individual districts based on demographics (enrollment, English learners, and special needs, low-income). Step 3 was the adjustment of the salary-based elements for regional wage differences to get to the District Adequacy Target.

Examples of Demographic Adjustments (best practices) were:

- 1) Tier 2 and 3 Intervention Teachers 1 FTE/125 DHS and EL Students (Duplicate Count)
- 2) Additional Pupil Support Teachers 1 FTE/125 DHS and EL Students (Duplicate Count)
- 3) Extended Day Programs 1 FTE/120 DHS and EL Students (Duplicate Count)
- 4) Academic Summer School 1 FTE/120 DHS and EL Students (Duplicate Count)

SB 1947 requires 1 FTE for each core subject and for every 125 low-income students another FTE and that is how low-income counts as 2 times. Then, add 1 more FTE for 125 ELA and if low income, it would count 3 times. That will build up resources. Salaries are tied to state averages. Using the County Wage Index" or CWI, Cook County would get \$1.06 (\$.06 above the state average) and downstate would get \$.90 or 10% below the state average. The floor is \$.90.

There are 3 funding streams to SB 1947.

- 1) Hold harmless/base funding minimum (BFM).

Each District receives its prior year's state funding for:

- 1) GSA (w/equity grant and/or tier funding)
- 2) Supplemental Poverty Grant
- 3) Bilingual
- 4) PTEL Adjustment

- 5) Special Education Personnel
- 6) Special Education Child Funding
- 7) Special Education Summer School

The Base Funding Model (BFM) will include some of the above grants. BFM increases annually after 2018. All other mandated categories like Transportation and Early Childhood are not part of the new EBM formula and will remain separately funded.

If the state does not appropriate enough to cover the BFM in a fiscal year, the BFM of the most adequately funded districts are the first EBM dollars cut (unlike proration in the past). In this case, Tier 3 and 4 districts would first lose any EBM received in prior years.

If that does not cover the full amount of under-appropriation, further reductions will be on a per-pupil basis for all districts, which is more equitable than past practice. The Local Capacity Target (LCT) identifies the dollar value of local resources available to support education. It is the dollar amount a district would ideally contribute towards its Adequacy Target, based on a comparison of all districts in the state. Districts with higher property wealth are expected to contribute more. This leads to the percent of adequacy. The formula is:

$$\% = \frac{\text{LCT} + \text{BFM} + \text{CPPRT}}{\text{Adequacy Target}}$$

This identifies a district's tier for new state funding priority.

Districts annually would be placed in one of 4 Tiers based on then-current adequacy percentage. In FY2018: Tier 1 = all districts 64% or more below Adequacy get 50% of new state \$ (based on closing 30% of Tier 1 GAP)

Tier 2 = all districts Above Tier 1, but with less than 90% Adequacy share next 49% of new state dollars with Tier 1, pro-rata (based on closing 5% of Tier 2 GAP)

Tier 3 (.9% of New State dollars) = all districts between 90% and 100% Adequacy

Tier 4 (.1% of New State dollars) = all districts over 100% Adequacy (River Forest Schools)

Scoring after 2018 for Tier 1 is then dynamic (close 30% of Tier 1 gap with 50% of new revenue)—but Tiers 1 and 2 always get 99% of new EBM dollars until full Adequacy is reached statewide. Tiers 3 and 4 are static.

SB 1947 provides equitable funding to both low-income and low property wealth districts. Over 85% of all new state dollars will go to districts with greater than 50% low-income students. Almost 70% of all new state dollars will go to districts with lower than median property wealth. CPS receives about 20% of all new formula dollars. It has about 19% of the state's students and 1/3 of its low-income students, based on ISBE's FY 2017 simulation. FY2018 will vary.

An analysis based on public ISBE data shows that \$350 million in new money will be allocated through the EBM. Schools districts will be put into categories. Why use the cut off of 90% rather than 100%? The model is for only local and state resources and not federal funding. Senate Bill 1947 increases equity by sending new dollars to the neediest districts. CPS has a high EAV and is expected to put in more to educate its students. The Block Grant will sunset and CPS will file its actual claims like every other district.

To get school funding right, the formula had to account for Chicago's pensions, given the state covers the full pension costs (normal & legacy) for all other districts. Hence in FY2018, the \$221 million in normal costs CPS owes to CTPF will be paid by the state, under the state's pension code, enforced by a continuing appropriation. Chicago's unfunded liability is accounted for in the EBM formula by adjusting the Local Capacity of CPS. It simply recognizes the same local tax dollars cannot be spent twice—once for legacy pension costs and again to cover current education costs. CPS will continue to be responsible to make the pension payments to CTPF.

Effectively, the state payment will pass through CPS for it to pay CTPF. CPS gets a new, local property tax levy to cover a portion of this cost—but that is a local tax paid exclusively by Chicago residents.

The highlights of SB 1947 are:

- 1) The new formula ties school funding to those evidence-based best practices the research shows enhance student achievement in the classroom.
- 2) Each school district is treated individually, with an Adequacy Target based on the needs of its unique student body. The greater the student need, the higher the Adequacy Target.
- 3) New dollars go to the neediest districts first—those furthest from their Adequacy Target. Over time, this will help close the gaps in funding that exist in our current system.
- 4) SB 1947 treats students in Chicago the same way it treats students in every other school district in the state by getting rid of Block Grants and reconciling pension payments.
- 5) No district loses money. All new state funding going forward is on top of what districts currently received in the prior year. HPA gest normal costs in pension covered by the state

The low lights are:

- 1) A 75% credit against Illinois income taxes, up to \$1 million per taxpayer for funding scholarships to private schools. The maximum credit is \$1 million, so the maximum donation for scholarships is \$1.333 million. A taxpayer claiming the credit cannot take a charitable deduction on federal income taxes. The credit is capped at \$75 million statewide and is given out on a first-come, first-served basis. Individuals may designate their donation to a specific school or group of schools; however, corporations and partnerships may not. The donation may not be designated to an individual scholarship recipient.

Students who can receive scholarships have an income when first applying no more than 300% FPL; up to 400% FPL in subsequent years. They must be eligible to attend public schools in Illinois or register for the first time in school in Illinois, and live in Illinois while receiving a scholarship. Priority would be given to recipients of scholarships the previous year, who have a household income less than 185% of FPL, currently attending underperforming schools and/or are siblings of scholarship recipients. The amount of the scholarship is based on the lesser of either 1) the statewide average of operating costs or 2) the actual tuition and fees at the school. The statewide average cost can be adjusted disabilities, English learners, and gifted students.

The Property Tax Relief Fund will target districts with high property tax rates but low property wealth. These districts can apply for state grants which must be used to reduce property taxes. For example, unit districts can lower their tax rate about 1 percentage point: a district with a 7% operating tax rate could lower it to 6%. It will require state appropriations to fund the grants. No funding will be appropriated in FY 2018—up to \$50 million in a fiscal year. However, to the extent this is funded, it reduces new state dollars for distribution through the EBM. Also, voters in districts funded above 110% of adequacy can petition for a referendum to force their districts to lower property taxes by 10%. Senate Bill 1947 will create a Task Force within the General Assembly to look at TIF funding issues. This report is due April 1, 2018.

There are lots of rulemaking in Senate Bill 1947, which will take longer than a year to determine what the rules will be. The Property Tax Relief could create controversy.

Relative to mandated relief and charter funding, school boards can determine the frequency of PE, as long as it is at least 3 days per week (previously statute required daily PE). It also allows districts to exempt on a case-by-case basis, 7th-12th graders who participate in sports from the PE requirements (previously only 9th – 12th graders could be exempted). It will allow a District to contract with a third party Driver Education vendor without requesting a waiver from the General Assembly. It will provide a possible streamlined process for waivers from the General Assembly from other state mandates. It will narrow the range of payments to charters from between 75% and 125% of per capita student tuition to between 97% and 103%.

It is important to education reform and needs and the economy. There is a strong correlation between the investment in K-12 and economic benefits.

Discussion ensued. It will take approximately 5 years before Illinois to become “average” in the country. In addition to the \$350 million in new money, the state needs to bring in more revenue and change its funding model, refinance its current debt to level out the payments to get to a healthier system and save \$68 billion in debt service if the pension debt is amortized.

The adequacy target is based on state averages and regional multipliers. This adequacy target now gives guidance and is a powerful planning tool. The BFM will be a limited opportunity to register what is occurring. The intent was not to take away local control but to get every district going forward. The districts will make a decision on utilizing those resources and have different effect sizes.

The Committee members thanked Mr. Martire for the report.

### Sabbatical Leave Report

The Board of Education has made sabbatical leaves available to certified staff for many years for the purpose of personal and professional growth. In the 2016 - 2017 school year, faculty member John Conde was granted a sabbatical leave for the entire school year.

The purpose of Mr. Conde's sabbatical was to research and develop lessons and units of study that would prepare all students, but especially students of color, for immediate entrance into the professional world of television and film. For students who plan to go to college after their high school, the goal was to develop instructional approaches that will help them develop skills to secure a job in the business while attending college.

Mr. Conde reviewed his written report with the Committee members. Mr. Conde helped to prepare students of color into the professional world by first talking with counselors and Peter Kahn about students who may not be college-bound and who might have an interest. The state of Illinois has a film tax credit. Production companies around Chicago must have 20% of their staff to be minorities in order to get the tax credit. Mr. Conde looked to bring African-American students into production courses and help them get scholarships. He believed some students could enter this field right after high school. Students can become certificated in related programs that would make them more valuable and more employable.

### Update on EOS

In March 2016, the District participated in a multi-district grant through the Illinois State Board of Education to partner with Equal Opportunity Schools, an organization focused on closing the Advanced Placement (AP) access gap for students not equitably represented in the schools. Schools selected for the AP Equity and Excellence Project receive technical assistance toward reaching annual goals of growing all AP programs to reflect fully OPRFHS's diversity while raising performance in those courses. The District continued its relationship with EOS in the 2017-18 school at a cost of \$6,500. During the initial year, teachers and students were surveyed to identify students who have the potential to succeed in an AP course but who have not taken one. When compared to the demographics of OPRFHS, students of color and/or low income were underrepresented by 311 students. Last February, the administration re-calibrated the data to make certain that it had an accurate account of underrepresented students. Based upon that re-calibration, the number 311 changed to 223 identified students for the 2016-17 school year.

As a result of the outreach to encourage students to enroll in AP courses for the 2017-18 school year, 198 students are still in at least one AP course! Of the 223 students who enrolled in AP Courses for the first time, 143 of those students were targeted via EOS (the remaining 70 students were already going to enroll in an AP course for the first time on their own). Therefore, 143 students are first time AP students targeted by EOS

supports. This report is a snapshot on the student progress for the targeted, first-time students enrolled in AP courses based upon grade data for Quarter 1.

The AP grade distribution data shows that for the 143 Targeted EOS Students as compared to the Non-Targeted AP student population broken down by Course, Race, and Gender, 90% of the grades earned are an A, B, or C. Of the 198 first time AP students, (143 EOS Students + 65 first time AP students not targeted), 85.8% of the grades earned are an A, B or C! When compared to the remaining student grade distribution data of those students not already discussed and are currently taking AP classes, 93% of the grades earned are an A, B or C. Students with multiple AP courses are being supported by an AP Bootcamp, BLU, Huskie Booster Scholars, etc. The number one barrier is isolation, as there are not many students in the class who look like them and the District is trying to make safe places for them and provide support for them. Teachers are encouraging students to be successful.

The administration is also exploring ways for these first students to be ambassadors for other students. Some of the reasons that 25 of the identified 223 students decided not to enroll included fear, changes to schedules, and onset concerns. A suggestion was made to track data and performance for those who did and did not participate to understand what was effective.

Dr. Moore asked for the following data: how many of these students were the only minority student in the class. Are surveys being done as to why students have dropped out so the District will know how to support these students. What are the percentages of each group of the 90% getting A's, B's, and C's?

The administration feels it can create its own survey to identify students who can succeed in AP classes. Dr. Moore was encouraged and hopeful and asked for updates on all of the classes. Mr. Rouse stated that this data would be shared with the faculty and Ms. Cassell felt that the presentation should include feedback from the teachers about what they have learned and to share their practices. The District needs to look at success in two ways: EOS increasing numbers and being successful in the AP classroom. The key piece is what is happening in the classroom.

#### [Update on Partnership with Hanover Research](#)

The Board had requested periodic updates on the District's partnership with Hanover Research. Hanover first developed a framework for evaluating the District's instructional coaching program in August and included proposed qualitative measures and a review of quantitative approaches to measuring instructional coaches' effectiveness. Then with administrators, Hanover developed the qualitative components of the evaluation which were:

- A survey to assess faculty perceptions of the instructional coaching program;
- An in-depth interview protocol for the coaches;
- An in-depth interview protocol for the Division Heads to gauge.

A second focus area has been Goal 1 of the Strategic Plan, Holistic Community Education [By June 30, 2018, identify the current state of effectiveness of OPRF transition programs, and set targets for annual improvement]. Hanover has conducted an analysis of key data points around the transition from eighth grade to high school and delivered a report of findings last week. Administrators were reviewing the findings as this Board report was being written. Results will be shared with the Holistic Community Education Action Team as the team works to complete Goal 1.

Rounding out the project queue for 2017-18, in December Hanover will conduct a best practices literature review on restorative justice practices at the high school level (Strategic Plan Goal 2, Equity, CCB Strategies); with room for one final project toward the end of the school year, we will either engage Hanover to conduct a data analysis of post-secondary transitions (Strategic Plan Goal 1, Strategy 1) or use that slot in the queue to address another priority area within the strategic plan.

With regard to Restorative Justice, Hanover noted that very few audits of current practices are being done. The District reached out to IBAR and other connections and IBAR sent multiple training rules, not a program, but a process. Dr. Moore was ready to move forward with Restorative Justice as all of the data shows that it improves the environment and lessens discipline issues. She asked what it would take to move been an assessment of Restorative Justice. The administration understood the urgency but it wanted to be deliberate in whatever is done. The Climate Culture and Behavior Committee recommends exploring its use. Conversations have occurred with Mr. Chandler about this as well.

#### School Calendar 2018-19

It was the consensus of the Committee of the Whole members to move forward to the Board of Education the approval of the School Calendar for 2018-19 and a draft of the 2019-2020 Calendar as presented at its regular meeting. OPRFHS will hold school on Columbus Day (October 8) so that practice SAT tests to students in grades 9-11 can be administered during the fall semester. School Code allows schools to hold school on school holidays provided a public hearing is held regarding the proposal. Committee members recommended the administration communicate clearly that school will be in session on Columbus Day.

The Committee recessed at 8:15 p.m. and resumed at 8:27 p.m.

#### Presentation of Audit Report

Carl Thomas and Joe Light of Baker Tilly reviewed the CAFR and the management letter with the Committee that was contained in the packet. It was the consensus of the committee to move to this to the full Board of Education for approval at its regular December meeting.

#### Summer 2018 Capital Improvements

Bids were opened and read aloud on November 16, 2017, for the 2018 Capital Improvement Construction Work at OPRFHS. The District starts this design process in March of the prior construction year to receive better pricing during the bidding process. It also allows the administration to get the submittal process going ahead of all the other construction projects that are going on in the summer timeframe.

On October 19, 2017, the District started the public bidding process for the projects listed below. Nine general contractors submitted bids at the November 16, 2017, public bid opening. A scope review meeting was held by the District's construction supervisor, director of buildings & grounds, Legat Architect and the lowest bidder to confirm their proposal on November 22, 2017. The total amount of the 2018 construction costs and professional fees came to \$3,697,188. The School Board approved the 2018 Summer Capital Improvement Scope on March 21, 2017. The scope of Work:

1. Replacement of Air Handler: This is the eighth year of a 12-year plan for replacing and upgrading the aging and inefficient HVAC systems with more efficient systems. This year is the replacement of the AHU-S1 and the number of air handlers will be reduced due to the areas that they serve, but A/C will be available in these spaces. This is due to ventilation code requirements.
2. Replacement of (3) Heat Exchangers: Three steam heat exchangers will be replaced with two gas fired high-efficiency water boilers. This will serve the hydronic heating loop in the old building.
3. Camera Work: This is Phase 2 of the camera replacement work. The old analog cameras are being replaced with IP cameras.
4. Electrical Upgrades: Replace FACP in stadium building, upgrading feeders from load center #5, completing building lightning protection.
5. Fire Sprinkler Upgrades: Replacement of about 550 sprinkler heads due to age (NFPA 13), replacement of check valves for main fire sprinkler line.
6. Football Turf: Replacement of football field turf at the stadium building

The soft costs will be \$167,000 over budget, but the District has a \$200,000 allowance in the contractor's base bid and with no unseen costs, The District will be \$31,000 positive. The work on the dugouts would be additional dollars and was seen as an alternative that could be included.

Discussion ensued about the status of the tennis courts. At the last discussion, the Board of Education objected to the architectural fee as the District already had the footprint. It was noted that the high school's liability would be too great if it supervised this process. The earliest the work could be done, if approved, would be in 2019. Resurfacing the tennis courts would just be a stop gap. Note: the courts are not regulation size. The administration's understanding was that this project was on hold because of the work in which IMAGINE OPRF was involved. Mr. Baron did not believe that investing in any space at this time would be wise as the District has many needs and IMAGINE is identifying them. Dr. Pruitt-Adams noted that the replacement of the tennis court was presented by the Athletic Director last year, but this was removed. Mr. Arkin asked that this be considered in the future. This discussion was relevant to replacing the baseball dugouts.

The District is reviewing the 500 to 600 items listed in the life safety audit and is grouping them into categories, i.e., fire alarm devices, doors, stairways, adding more fire extinguishers.

It was the consensus of the majority of the Committee members to move forward with recommendation including the replacement of the football field turf as the warranty had expired and the District was paying for repairs and to not move forward with the baseball dugouts and the tennis courts at this time because IMAGINE OPRF had not made its recommendation. The administration will find out the status of these two items.

Mr. Wroble explained that while an architect would not be required for the tennis courts, an engineer would need to be hired and the District could hire a firm to design the courts, but a professional would need to sign off on the paperwork so the work could be accomplished.

#### [Adaptive Gym Bid Results](#)

The Adaptive Gym is used by the Physical Education Department as the main aerobic fitness facility. It is used by all freshman, sophomore, and fitness based junior/senior classes. Space is used for our special needs students as part of the Adaptive Physical Education program as well. The facility is used no less than six periods per day to build a foundation in fitness for all students. The facility is also open four days per week after school for any student to utilize. The majority of the equipment in the gym has been donated over the past ten years. Many pieces consistently break down and require repairs. At this point, several of the pieces are beyond repair even with yearly maintenance. In order to make the facility a viable working space for classes of 36 students or more at once, the Physical Education Department allocated monies in the FY 2018 budget to replace virtually all of the equipment with updated versions. The new equipment will provide students with a safe and productive learning environment.

Bids were opened and read aloud on October 25, 2017, at 9:00 a.m. Ten vendors obtained bid packets and four submitted bids. The bid documents called for a base bid and alternate bid. The base bid represented the minimum equipment required for the gym with the alternate representing additional equipment desired should base bids come in under budget. Also included in the bid number is the removal of the existing equipment and installation of new rubber matting on the floor to prevent equipment from moving while in use. FY2018 funds budgeted for the project are \$120,000. Promaxima was the low bidder but did not provide the required bid bond thereby rendering their bid non-responsive. The next lowest bidder Integrity Fitness is a current District vendor who has performed maintenance on the existing gym equipment, as well as provided some smaller replacement equipment. The Physical Education Department has been pleased with the quality of service provided by Integrity. Integrity's base bid was \$85,854 and its alternate was \$14,640 for a total of \$100,494. A listing of the base and alternate bid equipment is attached for the committee's review. The existing equipment that is in working condition will be donated to Chicago Public Schools.



It was the consensus of the Committee of the Whole members to recommend that this is moved forward to the full Board of Education for approval at its regular December meeting.

#### Quotes for Auditorium Repairs

It was necessary for the District to obtain quotes for erecting scaffolding, plaster repairs, priming and painting of the Auditorium ceiling that was affected by water damage over the summer. At the end of the summer, there was a leak from a mechanical room that serves the Auditorium. When the leak occurred, it did further damage to an area of the ceiling that had been slowly deteriorating over time. Since the plaster was loose and falling, the affected seating area was closed off so no one would get hurt by falling debris. Temporary repairs have been made until the work begins on December 15. The scope of Work:

1. Cover seating and carpet
2. Erect scaffolding
3. Repair falling plaster ceiling area
4. Prime and paint Scaffolding by International Scaffold: \$33,600 Patching/Painting by Champion Drywall: \$35,000

This work will be conducted from December 15 through the end of January. Another quote came in and it was the consensus of the Committee to award this work for \$8373 to Cody Decorating, per the administration's recommendation. It will be determined if these costs will be covered by insurance.

#### Summer School Dates

Planning for Summer School 2018 begins with the preparation of budget projections and consideration of a schedule of dates for classes. Information on the summer school program was last presented to the Board of Education in October 2017.

For the 2018 Summer School schedule, we propose one that is slightly different from those that have been used in previous summers. However, we do recommend some elements remain the same. First, as has been the case during previous years, summer school would run for six weeks. Second, we plan to continue to offer a wide selection of general, special education, enrichment and credit recovery classes. Finally, some summer programs such as Drivers Ed, the Summer Musical, and 8/9 Connections will continue to schedule activities outside the times allocated for the regular summer school schedule. Regarding the budget for summer school, status quo is recommended for the \$2,500 stipend paid to teachers per class. The registration fee is \$185 per class. Information regarding 2018 summer school budget will be shared with the Board of Education at a later date. Changes were proposed to the summer school model: 1) moving from a five-day week to a four-day week. This change will allow more time for families to have extended weekends during the summer, as well as allow the administration to more efficiently accommodate summer facility projects in the building. Accommodating this request would require the following changes: Summer school would begin on Monday, June 11, 2018, and end on Thursday, July 19, 2018. This proposal reduces the number of days of summer school from 14 to 12 for each semester. In order to make up for not holding summer school on Wednesday, July 4, 2018, we would need to hold summer school classes on Friday, July 6. In order to accommodate the 60 hours of seat time that the Illinois School Code requires for every semester credit earned, the administration proposed two different semester structures. Both structures would be available to students.

It was the consensus of the Committee of the Whole to move this forward for approval to the full Board of Education its regular December meeting.

#### **Future Agenda Items**

Mr. Arkin requested that the results of River Forest survey should be shared with the board and communication issues to be resolved. He suggested having James Chase present the results of the survey to the Board with a follow-up discussion to broaden communication generally.

**Adjournment**

At 9:35 p.m., Dr. Moore moved to adjourn the meeting; seconded by Mr. Arkin. A voice vote resulted in all ayes.

Submitted by Gail Kalmerton  
Clerk of the Board