

April 23, 2015

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, April 23, 2015, in the Board Room of the OPRFHS.

Call to Order Vice President Weissglass 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; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session At 6:47 p.m. on Thursday, April 23, 2015, 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; seconded by Dr. Moore. 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 School Business Official; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal (departed at 11:09 p.m.); Dr. Gwen Walker-Qualls, Interim Director of Pupil Personnel Services; David Ruhland, Director of Human Resources; Karin Sullivan, Director of Communications and Community Relations; Annika Holdeboer, Student Council Liaison Representative; and Sheila Hardin, Faculty Senate Executive Committee Chair.

Visitors Raj, Kim Allgood, Karen Anderson, Sue Arends, Fred Arkin, Pat Babbington, Steve, Al, Laurie, Jennifer, and Angie Berggren, John Bokum, David Boulanger, Michelle Brandt, Leah Carlin, Jennifer Cassell, Emily, Margie, and Dan Cekander, Ana Chavarril, Karen Cofsky, Connie Coleman, Dana and Joe Connell, Ken Cozette, Brian Endless, Mary Pat Eraci-Sullivan, Jennifer Evans, Lauren Flannery, Fred Galluzzo, Wendy Giardina, Steve Gillman, Julie Griffin, Jon Hale, John Harris, Carolyn Kalina, Lynn Kamenitsa, Abra, Gary, and Krista Kaplan, Matt Kemper, Lesa Kiefer, Tom Kindler, Matt Kosterman, Megan and Barry Krikan, Bill Lark, Christine Linde, Diane Mariani, Chris Meister, John Metra, Charina and Sam Michaud, Amy Morton, Barbara Mullarkey, Ella Niermann, Peter Noland, Tony Nowak, Ron Orzel, Katie O'Shea, Arlene Pedraza, Kevin Peppard, Mariann Piano, Ellen Pimentel, Gary Price, Kris Raino-Ogden, Jaimee Reggio, Jessica and Emily Richardson, James Ridgeway, Mary Roberts, Craig Ross, Jennifer Roth, Peter and Tim Ryan, Stephanie and Dan Samudio, Caitlyn and Maria Santiago, Victoria Scaman, Anna Schaidler, Mariah and John Scott, Latonya Smith, Sara Spivy, Ron Steele, Jen Stinich, Amber Stitzel Pareja, Bridgette and Bill Sullivan, Torres Thompson, Michaela Thornton, Ellayne Watson, Karin West, Josie Whisman,

Mia Williams, Michael Ziegler, Dianne Zimmerman, community members; Al Steffler of Henry Brothers; Patrick Brosnan of Legat Architect, Mary Haley of the League of Women Voters; Terry Dean of the Oak Leaves; Ron Johnson, Jacqui BassiriRad, Brandi Ambrose, Janel Bishop, Julie Fuentes, Jacqueline Hanson, Joe Herbst, Naomi Hildner, Jen Hoffmann, Kris Johnson, Mel Kolbusz, Esteban Medina, Gary Miller, Peter Nixon, Kathy Rigati, Carolina Schoenbeck, Steve Schwartz, Jonathan Silver, John Stelzer, OPRFHS faculty and staff; Steve Miller of PMA; George Brennan, and Jill Velan of the Village of Oak Park.

**Hearing on
Driver Education
Waiver**

Mr. Phelan called the Hearing on the Driver Education Waiver to order at 7:51 p.m.

Kevin Peppard, resident of 715 Thomas, Oak Park, reiterated the points in his written comments which he distributed to the Board of Education.

- 1) The District had improperly noticed the hearing with regard to website because it was noticed as Notice of Hearing of Driver Ed Fee Waiver. No one is getting their Driver Ed Fee waived.
- 2) A Driver Ed fee Waiver applies to the mandate in the School Code of Illinois that families from poor children must have their fee waived.
- 3) He did not believe that OPRFHS does this routinely because he could show policy changes and the FAQ for families listed on the website. It is only waived if the program is taken elsewhere.
- 4) OPRFHS may be over charging by \$35,000. At the last Board meeting, it was noted that the District might have been overcharging each student \$125 for two years. Legal counsel was to have reviewed the notion that the District might have to reimburse those funds (approximately \$190,000), but nothing on the agenda suggested taking that action.
- 5) OPRFHS did not justify why it wants this money on the application. OPRFHS is in the 99th percentile in days cash on hand. He provided a suggestion where each teachers would be paid approximately \$123,000 with benefits.
- 6) The cost of this program is over \$1,000 per student, whereas in the commercial market is between \$300 to \$450 dollars.
- 7) He suggested driving down the costs by looking to York High School's model to restructure the program as it separates the classroom instruction from behind the wheel. He suggested turning this into a stipend program, not cut anyone's salary, have Dr. Education teacher go back to their teaching specialty, and not cut anyone's salary. Young teachers could do the behind the wheel portion and save costs.

He believed the District was looking for a state limitation and the website's wording was misleading. While he believed that the waiver might be kicked back to the District, he thought the District could get the waiver in a different timeline.

Jennifer Roth, 6145 W. Addison, Chicago, a Dr. Ed teacher at OPRFHS and representing that department, thanked the Board of Education and the community for its support. She felt the waiver was appropriately posted. The fee structure has been stable for the past 4 years and they agreed with that. She was not here to speak about salaries or people's jobs. The waiver process in

Illinois is called a waiver because of a change in the program or in the fee structure. That is the terminology used by the ISBE. The department commended everything the Board of Education was doing for the Driver Ed Program, the simulators, the program, as it facilitates most students at OPRFHS as well as community members in Oak Park & River Forest. To change the structure would change the program that has been commended throughout the nation, especially in the state of Illinois.

Mr. Phelan closed the hearing at 7:59 pm.

Public Comments

Representatives from the girls' softball team spoke about how moving the softball fields to Triton would negatively affect them.

Bill Sullivan, 825 Home Avenue, taxpayer, and father of one current and one former OPRF Softball player. He has been a long-time advocate for youth sports, specifically Fastpitch Softball, here in Oak Park and River Forest. He read the following statement: "The OPRF Softball-to-Triton relocation proposal simply will not work.

"Although your April 14 memorandum states that Triton's fields are 4.5 miles and approximately 15 minutes from OPRF HS. We believe the time estimate is overly optimistic not only to Triton at the end of a school day, but also returning to the HS during evening rush hour.

"This time estimate fails to include loading and unloading time for these teams. The earliest practical practice time would commence at 3:45pm, which assumes that these fields will be immediately available after school. If practices are pushed later, imagine the 30 degree temperatures at after-dark practices in March and April. Softball requires digital dexterity. In this regard, it is not like Football or Soccer.

"In fact, as Triton would own the field, the Triton proposal would forever cede control of the facilities for this sport to a third party over whom OPRF HS will have no control. Lack of control of the facility was the reason given for not being able to come to an agreement to build a Joint Aquatics facility with Oak Park's Park District at Ridgeland Common! Why is it acceptable to cede control of a Softball facility (for a single gender sport) but NOT acceptable to cede control of an Aquatics facility which would serve both genders? This change of position seems discriminatory.

"Disbursal of rent for a 20 year lease in a lump sum or "up-front" fashion is highly irregular in real estate. Experienced real estate attorneys would strongly urge their clients to avoid such agreements.

"Maintenance issues and costs are not addressed in your memo and leads me to question who will make the decision when it is time to replace the turf (in 8-10 years) or maintain the lights and other amenities which our lump sum rental payment and other capital expenditures will have funded? What leverage will OPRF have to bring to bear upon another elected entity...elected in part by voters from outside of the OPRF property tax district? What leverage will we have when our rent and capital payments are long ago spent?

“Triton’s own Athletic Director, Mr. Harry McGinnis, admitted in this week’s Oak Leaves newspaper that Triton has a history of neglecting their facilities. He said, and I quote, "It's been bad for decades, all the other schools (in our conference) have improved their athletic facilities while ours have stayed the same."

“River Forest’s Trinity High School, who helped build the existing Triton field, thought they had solved a long term facilities problem. Now, they are out in the “cold” because the winds have changed at Triton.

“A move to River Grove for the Softball program will undercut the relationship between OPRF’s Softball program and the Youth Softball organizations which have supplied the program with highly skilled players. It would strip these organizations of necessary facilities to conduct their leagues by offering geographically undesirable locations as an alternative, threatening their continued vitality and in the end threatening the long term quality of player available to OPRF.”

Gary Kaplan, resident of 1026 Woodbine, Oak Park spoke about the two topics of controlling legal importance on the Pool decision:

- 1: The Board’s January 13 resolution, and
- 2: Title IX.

First, the resolution, which stated that the pool will be built on the baseball field if an appropriate site is “secured” for the displaced sport by April 23, 2015. If such a site is not “secured” by April 23, then the second half says that the Board’s only option is to build on the garage site with a choice of parking options. Today was the deadline and no off-campus site has been “secured” for Softball or baseball or tennis. To be clear, an unconsummated plan to share one or two softball fields at Triton under Triton’s control is not the same as securing them. Vice President Weissglass drafted the original motion using the word “secure” at the Jan. 13 meeting. The official minutes say this:

“Mr. Weissglass defined [the word ‘SECURE’] as meaning that the Board of Education would need to have a site under its control by April 23, i.e., under contract or secured with a letter of intent for the sale of a piece of property.”

He continued that no such sale or OPRF control is even contemplated, much less finalized with Triton as of today’s deadline. Under Illinois law, the January 13 resolution is binding unless and until rescinded. Because the Board has not “secured” a new SB site by April 23, the Triton option is not even properly on the table today.

With regard to Title IX, singling out softball for banishment to make room for the natatorium would be a Title IX violation. Just last month, the U.S. Department of Education’s Office for Civil Rights approved a settlement with the Springfield, Missouri high school district. The baseball programs had on-campus facilities, but softball had none and instead had to practice and play at off-campus locations ranging from 2 to 7 miles away. The district was

required to build new on-campus softball facilities at that high school. This was not a case of exiling an existing softball program off campus.

Mr. Kaplan felt that the Oak Park and River Forest taxpayers did not want to see this Board spend \$36 million to build a natatorium on the field only to have the Department of Education order it torn down to make room for the repatriation of the softball program. The OPRF's softball girls have faith that this Board will recognize they have the same right as football and baseball and other sports to be on campus. But if this Board proves them wrong, rest assured that they and their supporters will not allow them to become the new homeless sport.

Lynn Kamenitsa, resident of 226 S. Scoville, Oak Park, spoke in support of Option 2 and 4 with regard to the swimming pool site and had suggestions for parking. She respected the work of the OPRFHS faculty. She felt that Option 1 would hurt the softball program, its feeder program and marching band. Option 2 would not displace any sport and the track was used by a diverse cross section of the community. She suggested using parking spaces already allotted, as 55 empty spaces existed on South Blvd before, during or after school. An additional 20 were located on the south side of the Street and more on Pleasant. All of the spaces were within 3 blocks of the school. She felt it reasonable to allow faculty and staff to park closer to the school than students.

Naomi Hildner, resident of 907 Lombard, Oak Park, faculty member, member of the Parent Teacher Advisory Committee (PTAC), spoke in support of the attendance interventionist coordinator (ACI), which had not been recommended by DLT because of insufficient data. A cycle of tardies exist that turn into failure to serve ISS. Piloting an AIC might get a more effective process and it would benefit the other programs being considered, i.e., the SEL proposal. Part of the problem with the perpetual tardies that constitute over 80% of discipline system, according to the Student Intervention Directors (SIDs). An interventionist is needed to stop the cycle earlier. She felt the cost benefit analysis of this program would be startling.

Brian Endless, resident of 1212 N. Columbian, Oak Park, represented OPYBS and 1500 players and member families. He is also a parent of an OPRF high school softball player. He thanked those members going off the board for their service, and he thank all of the board members and staff for the time and effort put in on this pool project. He and the OPYBS board believed that District 200 has an excellent option for a new pool. Utilizing the parking garage, with neighborhood street parking, is by far the best option for a new swimming pool. Softball should not be moved off-site. This option is viable because 1) It does not eliminate green space from Oak Park in general and from this campus in particular, 2) It does not benefit one sport (our aquatics program) at the cost of another (the softball program), 3) It keeps the fields available not just to the High School, but also to the community after school hours, 4) It provides parking needed by the teachers within a reasonable distance from the school, and 5) it does not force one girls sport to move far off campus, apparently showing favoritism to others.

Moving the softball program far off campus to Triton was only brought up to the public on April 14, and that was extremely problematic. It would result in the replacement of the current softball fields with a baseball field, and movement of the softball program off-site to Triton College. Community programs like OPYBS, Windmills, youth football, and internal groups like marching band who use those fields on a regular basis would also be displaced.

From the perspective of OPYBS and baseball/softball, the possibility of moving high school softball to Triton was problematic because 1) eliminating the softball fields takes away the primary fields where the 12U girls teams currently play. These teams only utilize the high school site because there is not enough space on the Park District fields to accommodate all of the leagues. Not having these high school fields available will cause an even greater strain on our scheduling ability within Oak Park, and will either shorten seasons, further limit already short practice times, or potentially eliminate one or more leagues; 2) the proposal suggests that community groups will be on their own to work with Triton to use their space. That has been explored in the past as overflow fields, and there is never enough space at reasonable times for 12 year olds. In the past, this was largely true because Trinity High School also shared the Triton field. Even if Trinity is no longer there, the three OPRF teams (Varsity, JV and Freshman) will take up just as much or more space/time. In addition, there is a much greater cost to utilizing Triton fields as we are going outside of our village and losing discounted benefits. This has the potential to hurt one of the older female leagues, which is one of the main feeder programs to the high school softball program.

In addition, parking on the Scoville site will be equally problematic if this means limitations to the track and fields across Lake Avenue. No other sports or school programs need to be effected in order to have a great new aquatic facility.

Ron Steele, resident of 303 Forest Avenue, River Forest, spoke in support of not moving softball. He had been the River Forest Park District Commissioner for six years. He asked if this Board of Education wanted to be the board to take away green space. Or if it wanted to be known as being the board that destroyed a sport. He suggested looking at a field across from the Maywood police department.

Ron Orzel, resident of 834 S. Clinton, River Forest, and while the Board president of IMPACT, he was not representing IMPACT's position on the ACL. He was expressing his own thoughts. He stated that the white paper will have recommendations that this Board of Education will need to review. He supported this position.

Marianne Piano, 839 N. Kenilworth, Oak Park, serves as the science advisor on the board of IMPACT, and supported an in-house qualified full time alcohol abuse coordinator. Not much literature exists that compares the effectiveness of outside versus in-house personnel, but having an in-house person is the best practice. This person is part of a core model or core team approach. Having this person allows for the engagement of teachers and staff, fidelity of the

program and initiatives, monitoring of outcomes and fine-tuning and tailored approaches for the students.

Tom Kindler, resident of 813 Clinton Avenue, Oak Park read the following statement. “While I am a parent of 4 kids who are attending or will attend OPRF, I am speaking as the Regional Commissioner for the OP AYSO soccer league. First, AYSO is in favor of building a new pool facility that supports the PE classes, the aquatic sports teams and the community at large. We strongly oppose option 1, building the new facility on the baseball field and moving the softball teams off-campus.

“We also strongly oppose option 3, building the new facility on the garage site and constructing a parking garage on Scoville Ave
We believe the best alternative is option 2, building the new facility on the garage site and leverage the existing parking in close proximity to the school.
“We believe this is the best alternative because:

1. It maintains the status quo for all sports and activities to remain on campus
2. It does not reduce one square inch the amount of field space which is in desperately short supply at the HS and across OP
3. Constructing a building on the baseball field does the exact opposite...takes field space permanently out of circulation
4. The parking study indicated there is ample on street parking to off-set the spaces lost from the parking garage
5. It decouples the parking decision from the pool construction. The parking situation can be evaluated objectively and on its own merits post construction.

“I find it interesting that District 97, the Park District and community groups, AYSO being one of them, are joining together for proposed upgrades Julian and Brooks Middle School fields which will increase the quality and quantity of useable field space by more than a few thousand hours per year. Building a pool facility on the baseball field or parking garage on Scoville Avenue will offset those gains.

“In AYSO we continually remind coaches and volunteers, “It’s about the kids”. This project should also be the kids. We hope you vote to move option 2 forward.”

Sheila Hardin, resident of 8129 Lake St., River Forest, an OPRFHS math teacher, and the Faculty Senate Executive Committee Chair advocated for 3 counselors, SID and a youth therapist to create a fifth PSS team. She read the following statement:

“As the chair of the faculty senate, I rarely use public comments to represent the interests of the faculty. I also acknowledge that this forum, generally, is not an appropriate channel for communication with the board or administration. But nothing is routine about the question I want to address. And my sense of fairness demands that I speak tonight.

“The counseling division delivered a completed proposal to the administration in December of 2014 but it was not brought to the board of education until April of 2015. Classroom teachers were brought forward in March of 2015 as the “priority” by human resources. This reasoning devalues members of our bargaining unit and the excellent work they do with students.

“I have been a member of two financial advisory committees and have had the privilege of sitting at the board table for the past two years. During that time it was known and stated that the increase in enrollment had been factored into the financial models for classroom teachers but not for counselors, again delineating the faculty senate along false lines. The board needs to reflect on how to broaden the scope of the financial model to include PSS teams and other student support services.

“The counselors were left without a venue to go to after submitting their proposal. They were not included in the FTE projections by PMA, they were not part of the HR report in March and the recommendation from the administration has a ten-year projection where their caseload will never fall below the recommended maximum. I understand how they felt that turning to the board of education was a way to advocate for their division.

“The attributes of our counseling division are well known and the services that they provide our students have been well stated so I will not repeat them but I personally value them as a teacher and as a parent.

“There are conversations about process and procedure that will happen beyond this evening but I hope the board considers the multiple perspectives they have heard on this issue as you make a decision this evening. Thank you.”

Anna Schaidler, resident of 1115 Ashland, River Forest, parent of 2 students at OPRF, a board member and the high school representative of IMPACT, represented the River Forest Township Youth Services Committee. She read the following statement:

“At the Thursday, January 29th Board Meeting, we reviewed the IYS usage reports for OPRF that showed alcohol and illicit drug usage has remained unchanged over the past six years looking at 2008 to 2014. 75% of seniors (vs.62% national) and 58% of sophomores (vs.47% national) reported using alcohol in the past year. 57% of seniors used marijuana and 33% of sophomores with 20% and 11% respectively, using on 20 or more occasions.

“OPRF alcohol and marijuana usage is significantly higher when compared to other suburban Cook County High Schools or national trends.

“A coordinated, professional approach to substance use and abuse is clearly needed. Many students who use, never even get to a counselor for intervention. Kids who are using and are actually caught by parents, go undetected by the school because parents go on “radio silence”: they are not willing to out their kid because they have the impression their child will be taken out of a club or sport or musical group with consequences for their college resume.

“OPRF is attempting to do many different segmented activities towards drug prevention but they are uncoordinated with no over-reaching strategy:

“We have an OPRF Substance Abuse Coordinator that was paid less than \$40,000, who is subcontracted through THRIVE, who is responsible for prevention and intervention. She reported a significant increase in her intervention workload with students. From 56 in fall 2013 to 123 students in 2014.

“We have another employee, a Driver’s Education teacher that oversees the Students Against Destructive Decisions.

“We have another employee, a gym teacher that oversees the SNOWBALL program

“We rely on requests from clubs to supplement community resources for Parent Education and student prevention education without any kind of funding support from the high school.

“All of these activities are good but they are not coordinated, and there is no overreaching strategy for their implementation.

“We need to build a better model.

“We need a credentialed organized experienced leader that is employed by the school.

“We need teacher education, and curriculum development that includes facts about substance use.

“We need policy experimentation to incorporate restorative justice techniques and research into voluntary drug testing.

“The Illinois Consortium on Drug Policy at Roosevelt University in their 94 page study of Oak Park and River Forest, just out this week recommended;

“In order for the Substance Abuse Prevention to be effective, there needs to be continuity within the school. It is important that OPRF EMPLOY an SAP and attendant social workers in order to create an equitable environment and to discourage turnover. They also recommend the social workers have CADAC and prevention credentials.

“In the comparison with 6 other high schools (Lyons Township, Downers Grove, Evanston Township, Niles Township, New Trier, and Proviso), all of the same size, and similar demographics we found that all had Substance Abuse Coordinators who focused on issues of Social/Norms and school climate, Prevention, and Intervention. All had salaried employees, credentialed at master’s degree and above, making between \$65,000 and \$140,000.

“At our last Parent/Student Café the STUDENTS who attended, presented to the adults the following reasons teens use alcohol and drugs.

- Escapism – provides an outlet, to get away,
- Senioritis – to escape boredom,
- They like how it makes them feel.

- Social status - Fun to do with friends and gain acceptance by others, It makes one popular, to impress others, to be cool, and they follow and are influenced by media's representation on Facebook, Instagram.
- Easy access-parents allow it, turn the other way.
- Role models- See friends, older siblings, people you trust doing it.
- Persistent exposure:-drawn to it, curious, become desensitized, repeated questioning, if others are doing it why not them?
- Students report the need for further support from the school in the following way:
 - Create a new culture at OPRF - Celebrate the non-users, tell success stories of people not using.
 - take a stand teachers and adults; they need coaches and adults saying they don't approve, tell students we are looking at Instagram with eyes on students.
 - Don't expel students, just give them consequences and counseling.
 - Need student-led small groups for support.
 - Need an adult employed by the school; a substance counselor for support.

“Please consider the recommendations of the experts and the requests from OPRF Students. Please support at least one paid, credentialed experienced leader who will take us to the next level of prevention over the next five years at OPRF. It's time to concentrate on bringing down these usage statistics to at least match national levels. Thank you.”

Julie Griffin, 1008 S. Maple, River Forest, spoke about the Marching Huskies and their schedule, rehearsing 4 days per week, 2 hours per day. The program has grown 30% in four years and taking away the softball field would affect it. The band goes to Disney World every four years which is a large expense and many parents help with band competition. She appreciated all of the work that had been put into it and asked she supported Option 2.

Jessica Richardson, resident of 1175 S. Grove, Oak Park, graduate of OPRFHS, and parent, spoke in opposition to the baseball field because it eliminated all student and fan support. This is unfair treatment of girls' softball off campus. Placing a new pool on the existing green space eliminates it. Triton is 6 miles and 30 minutes in traffic away. The new pool option and price is not a part of a long-range plan to renovate the athletic field.

Steve Gillman, resident of 121 S. Wesley, Oak Park, a parent of both soccer and lacrosse players, and president of the Chicago Edge, opposed putting the pool on green space. Not to put a pool on the parking garage would inconvenience teachers and staff. If they had to walk a quarter or half mile to work, ample space existed around the school. Walking is good for them and teachers are not being asked to do more than students do every day.

Mary Roberts, resident of 818 N. Grove, Oak Park and parent of 2 children, 1 of which is a swimmer and 1 is a water polo player. When asked about who she represented, she said she was here for the campus and community. She sat on the committee who helped craft the motion for the Board of Education to

consider that ended up in this motion. She felt that tonight's decision was basic. It is what one set out in January; if not a, then b. She echoed everything that had been said and thanked them for their consideration and statements and being in this great community.

Richard Carroll, resident of 747 S. Elmwood, Oak Park, a psychologist and the vice president of the Community Mental Health Board of the Oak Park Township. With regard to agenda item E, he asked the Board of Education to consider delaying the vote on the substance abuse coordinator, because a white paper had been commissioned by the Mental Health Board and Township that was just completed about substance abuse issues in the Oak Park community. The Illinois Consortium on Drug Policy from Roosevelt University has come up with a comprehensive plan to address substance issues. Part of the plan involves the high school, other agencies, the police, the Township, etc., and it addresses what the high school can do as part of a larger effort. He argued that the decision about the substance abuse counselor should wait until the River Forest Township and the Oak Park Township met to address a larger plan.

Bill Lurk, resident of 1043 S. Elmwood, Oak Park, was a lifelong resident, played sports, volunteered. He thanked the student athletes attending this meeting. The most important people in the community are the students and the ones most affected by this.

John Bokum, resident of 629 S. Home, Oak Park, father of 4 children and resident of the community for 35 years. He has attended Board of Education meetings for the last 8 years. April 23 is the drop dead date for a decision and that takes the option of moving softball to Triton College. Triton should not be part of the selection process. He pushed to put the parking lot on Lake Street. He also pushed to have parking on Scoville which, if stepped off, is almost the same footprint as the garage now. If the west and side parking were eliminated the track would remain. He suggested splitting the cost with the Village and the Park District as it would not displace the teams or eliminate green space.

Ellen Pimentel, resident of 147 N. Lombard, Oak Park, objected Option 1 and supported Option 2. She was concerned for the faculty and safety, if they had to walk. Her son has to walk home at 10:30 p.m. The school could do things to incentivize walking.

Chris Meister, resident of 735 Lombard, Oak Park has 2 children at the high school and 2 at the elementary school. He thanked the outgoing members of the Board of Education for their service. He served on FAC and Pool Committee. The current pools were built in the late 1920's; the women and men who planned and financed those pools had remarkable vision for this community. It was the first Fieldhouse in the country, and while it could be updated or replaced, he noted that these pools serve as classrooms. The high school serves an increasing and diverse population, economically, socially, and racially, and he suspected that for many of the kids swimming and PE was their first exposure to organized pool. He hoped that a new pool is built with an appropriate size, and that everyone will view it as a community asset. It can be successfully integrated into the neighborhood. He shared the view that there could be incentives for taking public transportation, walking, and riding. It

would only take 50 to 60 cars to make a difference in the congestion in the neighborhood. If the Board of Education does not move forward with a pool, there is an opportunity to destroy a life skill for classroom instruction. He supported Option 2.

Tony Novak, resident of 823 N. Cuyler, Oak Park, urged the Board of Education to remember the spirit instead of the words that were said in January. The idea was to find a location. The achievement of identifying the best solutions with specific contingencies aimed at building a pool offsite and benefit the program had not been met. He had one child at the high school and 2 on the way and he appreciated the parking accommodations for faculty. As far as safety of faculty and staff was concerned, he asked what about the safety of students going off campus. He asked the Board of Education to honor its word and build the pool on the site of the garage.

Joe Connell, 538 N. Elmwood, Oak Park, “A pool for \$65 million?!”
“I will have to move out of OP if my taxes go up \$500.00 per month to pay for a pool and teacher parking.”
And the favorite “why don’t we put a bubble on Ridgeland Commons?”
“You, like me, are likely approached, or more often challenged, by concerned citizens educated on the pool and athletics’ issues and myths only by a zealous cartoonist. Our cartoonist friend sees the pool as a luxury, not as it is – a classroom.

“Many hold hopes of partnerships that align community programming with facilities and green space using coordinated, complimentary resources. This notion leads some to think that a community aquatics center should or could solve the schools’ needs, naively suggesting that the Villages or the Parks are in a better position to address our student’s physical education and extra-curricular needs than District 200 is. Sadly, predecessors of this Board, and the prior Parks Board could not come to the table to seriously discuss a shared facility 60 feet from our campus. Hoping for or counting on joint future efforts and shared funding for an unknown site away from campus must be considered unrealistic. Which brings us back to our familiar options.

“My comments concern the pool site decision in front of this Board, but equally concern the action and follow through required by the next Board (all present tonight).

“The effort and time this Board and Administration has invested is considerable and commendable, though the pace and real progress toward project completion is disheartening. We have learned much along the way about our vibrant campus and abundant student choices. We’ve heard repeatedly how important extra-curricular activities are in enriching and improving student academics and engagement with each other and adults in the school.

“The community wants problems solved, not stretched out or avoided. As Cathy Yen stated, this place is crumbling (note the west pool is temporarily closed due to mechanical problems) – let’s get this project started!

“Please start with these immediate first steps:

1. Select the parking garage site as the location for the new pool. You know why: least disruption, keeps all sports on campus
2. Finalize assembly of the project design and engineering consulting team.
3. Confirm that OPRF is equipped to be an effective, decisive client.
4. Charge the team with designing a solution with visuals that allow cost estimators and voters to understand both the value and the outcome of the design.

“Aside from his obvious advocacy, he personally thanked the Board of Education members for their service, at great personal inconvenience, and for always welcoming community input and truly putting their hearts into OPRFHS.”

Victoria Scamen, resident of 519 S. Euclid, Oak Park, thanked the Board of Education for its commitment and time for the community. As an IMPACT board member, she echoed the sentiment that the Board of Education not make a decision about the substance abuse counselor at this time. The tax dollars paid for that white paper. She noted that student assistance program would not address drug and alcohol use, depression, suicide, eating disorders, etc.

Lori Berggren, resident of 151 N. Elmwood, Oak Park, concurred with everyone comments and thank the Board of Education for its support. Her 3 children will be fifth generation Huskies. She supported all children who have a dream and who want to be a part of something special whether it be artistic, academic, sports, and/or being a good citizens. This is a community in which she is proud. These students will learn from those going before them and the actions of the world. They will learn what is right, fair and just from “us” and what is respectful. This community cares about the betterment of all. With respect to Title IX, she has seen what her children have been able to be a part of it. She talked about what her children aspired to do, i.e., be a manager, a player, etc. She has been in the community for 25 years and her husband was a Dooper. She attested to the fact that Oak Park is something special. It has diversity. It is a leader. She noted that the Fieldhouse was out of date and asked what would happen with the obsolete gyms. She asked the Board of Education to do the right thing and do it all now.

Peter Ryan, resident of 414 Augusta, Oak Park, echoed the comments from the other speakers. One other factor is time. That day swim players got an email about the pool not being able to be used over the weekend. He urged that the Board of Education members were voted into office as leaders to drive change when it was needed and that they should make the decision to put pool on the site of the garage.

Matt Kosterman, resident of 608 Bonnie Brae, River Forest, spoke in support of Option 2 and keeping the green space. He also asked them to consider what needed to be done with the Fieldhouse, as its infrastructure will be a problem in the future.

Julie O’Shea, resident of 413 S. Grove, Oak Park, parent, echoed everyone’s statement about not eliminating softball. She lived a mile from school and drives her children. She sees that many students park their cars on Lake St and Linden Avenue and that appeared to be ample parking for teachers, and that teachers should have priority over students. She thanked the Board of Education for their long hours. She, too, felt a plan for the Fieldhouse was necessary. As an accountant, she stated that the money came from the taxpayers and when the taxing bodies work together, it is the best thing for Oak Park.

Amy Morton, resident of 335 S. Taylor, Oak Park, parent of an OPRFHS junior and 2 graduates, spoke in support of a fifth PSS Team.

Al Berggren, resident of 155 N. Elmwood, Oak Park, and resident in the community for 42 years, stated that when students walked to school, no parking problem existed. He objected to the size of the pool in option 1, an Olympic size pool. He asked what the problem was with the present pool size. The high school is talking about spending \$35 to \$50 million and the Park District just spent money on its new pool and hockey rink. This is a situation where the same clients, the taxpayers, are getting whipped saw by the public entities, i.e., the Park District, the Village of Oak Park, and the high school. He supported doing something with the pool but not moving sports offsite. He supported doing long-range planning.

Steve Schwartz, resident of 1100 N Harlem, River Forest, read the following. “As a member of the Faculty Senate Executive Committee I would like to ask the board of education to accept the proposal of a new PSS team by hiring 3 counselors, 1 SID and a psychologist for the 2015-2016 school year. The counselors are an invaluable part of every student’s life here at OPRF. They provide support, on a 1-1 basis, for every student’s academic, co-curricular and personal lives. Current research shows that there is a positive correlation between school support services and behavior, school climate, school engagement and suicide/violence prevention just to name a few. The current caseload for counselors is over the recommended maximum of 250:1 and the administrative proposal never brings the caseload under the recommended amount.

“There are several takeaways that I would like to highlight from the comparative school data chart that was provided for you.

1. With a truly diverse population comes diversity in experience and diversity in needs. Staying with an individualized counseling model allows us to honor the diversity of our students, to meet students where they are at and to match our counseling model to their demonstrated needs. Going to a group model as our primary modality of counseling greatly inhibits this customization and quite frankly dishonors our student’s experiences and paths.
2. To be able to adequately support our student’s growing and changing needs in the areas of social-emotional learning and academic and personal engagement, we need to do more, not less. Finding a way to support the range of issues and needs we are presented with on a daily

basis is challenging at all times. Without the addition of a new PSS team, that task becomes even more daunting. We will barely be able to keep up with the issues and never get ahead of them.

3. Districts that have caseloads about 250 have shifted to a group modality of service, with groups led by any counselor, not necessarily the student's counselor. This mentality trades connection for efficiency and minimizes the opportunities for relationship-building.

“The challenges of a large public high school are many and we are respectful of the financial decisions that are made by the board of education. However, we believe that decisions needs to be made with students at the center and the hiring of a new PSS team is the embodiment of that.”

Marge Cekander, 531 River Oaks Drive, River Forest, parent of a softball player requested that the Board of Education not displace softball teams as it was an issue of equity. OPRFHS previously displaced OPRFHS field hockey for the garage and she asked for another location to be found to build the pool.

Connie Coleman, 212 N. Scoville, Oak Park, read the following statement:
“Thanks to both the Board members and the Pool Committee members for their many hours of research and deliberation in seeking the best approach to locating and constructing a modern pool facility, particularly for those members who considered the impact of each alternative on the students and the community.

“The most cost efficient alternative before you, relocating softball to a new field at Triton, appears to have the most benefits. My son has coached girls' softball for the last three years, using the high school softball fields as their home base. Unfortunately, many games have been canceled due to poor field conditions. Construction of a new turf field for our students will eliminate this problem, and expand playing time for all the feeder teams using the new facility.

“This lowest price alternative also allows construction of a new baseball field, again resolving the current issue of playing time limited by use of a grass field.

“The more expensive options before you, do not allow baseball and softball to gain new modern fields. In addition, anywhere from 182 to 300 staff parking slots would be lost, increasing traffic congestion and air pollution around the school, as staff and visitors search for on-street parking. After extended Board, Village and community discussion in the 1998 – 2002 period, the Village, with some OPRFHS contributions, built a parking garage for approximately \$4,000,000. Opening in 2004, its demolition in 2015, only 11 years later, would mark this investment as one of the more extravagant wastes of public funds in recent Oak Park history.

“The three more expensive options all recreate the traffic and parking problems of the past, do not provide for improved baseball and softball fields, and have the net effect of greatly increasing the taxpayers' cost for the current garage, plus a replacement cost for a newer, smaller facility.

“I urge you to select the first option, relocating the softball field, and commend you for your initiative in reaching out to Triton, and designing such a good, mutually beneficial collaboration.”

Sue Arends, 1345 Lathrop, River Forest, parent of 2 sons and 1 daughter, one of which had graduated and one was a freshman baseball player. She is a proud 1983 graduate and she wanted “Those Things that Are Best” and she felt keeping sports on campus was the best for the high school. She supported Option No. 2.

Kris Raino-Ogden, resident of 559 Edgewood, River Forest, was disappointed to read the recommendation of the District Leadership Team that the District not hire a Substance Abuse Preventionist and a Youth Therapist. She read the following statement: “Because I know that the Team is committed to student well-being and achievement, I am puzzled by the decision. While the DLT recognizes the need, according to their statement, it appears that even hiring one of the positions at \$70,000 per year is too costly. But in 2014-15, the district paid Thrive an average of \$65,600 per position, with only about \$34,000 going to the contracted individual. So I am confused by the argument that the district can’t afford the extra \$4,400 per year for each of those positions.

“The proposal to hire district employees for these positions that was submitted to the Board unambiguously states the need for these full-time employees. On page 9 of the proposal, Jen Hoffman writes:

“To improve the quality of support services for our students, expand programming, and increase Tier Two interventions with high-caliber, sustainable, masters-level clinicians, the positions must be held by district employees. As documented in our comparative school data, there is not a single school using a community agency support model. Those who once used a community support model or a similar contractual method have long ago discontinued the approach...”

“Even still, the remedy the DLT recommends is to stick with the status quo and ensure that the contract provider, Thrive, does a better job of supporting the person in this position. This is not a solution. I have worked closely with the two women who held the Substance Abuse Prevention Coordinator position in the past 3 years. They were very committed and they were good at what they did. They left because they couldn’t do enough. Thrive is not the problem. It is unrealistic to think that a person earning a salary of \$34,000 would be able to effectively do the job that the administration proposal indicates would require two full time district employees. And if someone were able to do the impossible and handle both prevention curriculum activities for students and faculty, as well as provide meaningful youth intervention and substance abuse counseling, the problem remains that this person has no authority to affect policy at the school and has no budget to carry out any prevention activities. We have among the highest youth drug and alcohol use in Illinois and in the nation; A quarter of our 10th graders and almost 40% of our 12 graders show signs of alcohol and substance abuse – not just use; yet no one at the district is

directly responsible for policies that would reduce the number of children with potential addictions.

“I appreciate the DLT’s respect of our tax dollars and the tough decisions it takes to allocate resources in the best possible way. But I question the rationale that we can’t afford the additional \$4,400 annually per position that it would cost to hire a Substance Abuse Preventionist and Youth Therapist as district full time employees. They could even be hired directly at no incremental cost at a salary of \$65,600. I hope that the full board will reconsider the DLT’s recommendation and will somehow find a way to hire, at a minimum, a district Substance Abuse Preventionist or to find a more realistic remedy than relying on the status quo and hoping that next time will be different.”

Ken Cozette, 329 N. East Avenue, Oak Park, spoke in support of a fifth PSS Team, appealing to those who have families in crisis. Families in crisis work hard to make sure their children have support at home and he understood that the counselors were the social safety net in the community. He spoke of how Ms. Johnson made sure resources were available and the families know that she cares about their children so that they can succeed as they can.

Carolina Schoenbeck, a Special Education teacher for 10 years support, worked in all the continuums in special education. She read the following statement: “I am here to support the requests for an attendance interventionist and additional special education supports. I currently serve on the Parent Teacher Advisory Committee (PTAC). We have submitted a proposal for an attendance interventionist coordinator position. I think this position is necessary to help intervene with attendance issues. Currently, SIDS are unable to see a student with a tardy issue prior to the sixth or seventh occurrence. We need a person, not a computer, which will call a parent, discuss an issue with a student and prevent a pattern of truancy. This new position can have a significant impact on our failure to serve detention attendance issues. This currently represents 81% of discipline issues.

“I also want to address the special education proposal. We have had numerous changes and resource shifts in our department during my tenure here. As you know, our off-campus numbers have significantly increased as have the needs of our students. Dr. Walker-Qualls submitted a graph that showed the population of off campus students. 46% of these students have emotional disabilities and 27% of these students have autism. The numbers of children with autism was 1 in 150 8 years ago and now is 1 in 68, according to Center for Disease Control (CDC). This is an epidemic that is getting larger and not going away. We need to have resources and individuals to support our students and staff. Given the additional resources of a school psychologist and social worker the special education department would be able to provide additional supports to these students and address their needs in house. Consequently, saving the district significant amounts of money, in addition to providing the students with a least restrictive environment and the ability to stay at their home school.

“Additionally, Dr. Walker-Qualls has proposed a program chair position. The program chairs have been a crucial and constant element in the lives of students

with disabilities and educators. The individuals in these roles work tirelessly to provide support, manage, and facilitate the work of the division. The director of special education is a job that needs assistance and others working alongside him or her. I urge the Board to make this a permanent position.”

George Brennan, 1130 Franklin, River Forest, a student, commented that late April and early May were most stressful. He is taking 4 AP courses and 4 AP exams. He spoke for the overwhelming majority of students that suffered from the lack of accessibility to their counselors because of the number of students for which they are responsible. The more time each counselor spends with each student makes a big difference in their recommendation. His counselor is the only person he can speak with over an important issue whether it is in inside or outside of the school. He supported adding more counselors.

Jacqui Charette-BassiriRad, OPRFHS Bookstore Director, spoke in support of getting a fifth PSS Team and 2 full time therapists. She spoke of fortunate she was to have worked at OPRFHS and how difficult it was not to have a full-time therapist. She spoke of the support the staff gave to her and her daughter, acknowledging that they are overworked. The counselors have close relationships with the students. She stated that many students need support and are in crisis. If the District can spend millions on a pool, it should spend money on people who can help the students. If the school does not have interventionists and counselors, she predicted more suicides would occur than in the past.

Swimming Pool

Mr. Phelan asked for a show of hands on the 4 options to understand if the Board of Education has a majority on one of the site options and if not, the choices would be narrowed to 2.

Option 1: 0
Option 2: All, but Dr. Lee and Mr. Weissglass
Option 3: Mr. Weissglass
Option 4: Dr. Lee

Mr. Phelan then moved to direct the administration to build the long pool on the location of the parking garage with offsite parking only; seconded by Mr. Cofsky. Discussion ensued.

Mr. Weissglass spoke of the long and difficult process that this had been. He appreciated the Board of Education members and Pool Site Committee members, the administration, in particular Dr. Isoye and Mr. Altenburg, the athletic and PE departments and the community members for their participation. Four urban/suburban problems were addressed: infrastructure (pools), 2) density of the community, 3) the lack of green space, and 4) the broad economic scarcity in resources. Every option was explored in this process. While he preferred the Scoville option, as the drawings show that fields can be kept at regular size, but the track would probably be lost and the neighbors south of the railroad tracks if a parking garage were built there. However, he supported Option 2 because he knew it had a chance of working. Ms. Veland of the Village of Oak Park has been working on the parking plan.

If that is not viable, then another option would have to be explored to solve the parking problem.

Dr. Lee was reluctant to give up on the notion of holding on to the parking, but he accepted the Board of Education's decision. His concern was for walking a half mile here versus walking in the Loop, because he has never had to climb over snow banks in order to get from one part of the Loop to another because Chicago keeps its sidewalks free of snow and ice. Approximately 500 employees, the majority of whom are not teachers, will have to climb over snow banks for the next 50 years. It is doable if the streets are clear, as it is the Village's responsibility to do that. He was too old fashioned to go along with the feeling that teachers had to walk the same distance as the students. Living five blocks from the high school and one block from Beye School, he has teachers park in front of his house every day and he does not like that. He wants that space available for his daughters when they come to visit. And even though he doesn't like it, he has lived with it for 36 years. He suggested that the employees might ask for compensation for what they had lost or to build another parking lot or find some way to recover the loss. He encouraged the Board of Education to ensure that employees of this District can park somewhere in the 4 to 5 block radius of the school.

Mr. Cofsky stated that last fall he was not in favor of the garage site. He participated on the Pool Location committee. This is not an easy solution to a complex problem. After that deliberation, the garage site is the best of what is available for the students, as it has the least amount of displacement and it is best for the community.

Dr. Gevinson disliked this option and he agreed with Dr. Lee. He felt terrible for the employees that the garage will be torn down. While he felt the Board of Education would work to accommodate the needs of the staff, he thought the alternatives were worse. This is the least bad option.

Ms. Patchak-Layman was delighted with decision, because it allowed for student activities to continue during day and night activities and it also fit into the timeline. She was confident about having a parking plan for teachers and students. The difference from the past is that the Board of Education is committed to students parking on the outer ring and that faculty and staff parking closer, along with continued use of the Pilgrim lot which can accommodate visitors. Being able to have the facility facing Lake Street will be an enticement of the community to be part and parcel and she hoped that Park District would help with the management of the pool so that both feeder systems and free-style within the community can occur, as it will be a larger pool than what is now available.

Dr. Moore believed that the green space was needed.

Mr. Phelan reflected that it would have been easier if he represented only one group, i.e., student athletes, teachers, neighbors, taxpayers, or anyone of the various realms the Board of Education had to consider. He was proud and grateful for the Board of Education to have the right balance. He felt it made the right decision. He respected the comments regarding Scoville Avenue

about negotiating the contract with the Village and obtaining an option to purchasing Scoville Avenue location so that if the District finds that it is an untenable burden on neighbors, faculty and staff, an option exists. That would be a sufficient back up to balance interest. He was grateful to the Pool Site Committee members, the community, and those who stood up and stayed engaged to wrestle with a difficult decision.

Dr. Isoye too noted that this had been a difficult decision and it is important to have a parking plan. At this point, the District only has sketches as to what may or may not work and it is important to keep the other options open. That will be part of the future discussions with future boards, as this is only one of many decisions that will fall into place. It is important to both the support students and the employees.

Mr. Phelan thanked Ms. Veland and the partners in Oak Park and he hoped that they would continue to work with the high school, as well as with Legat Architects and Henry Bros.

A roll call vote resulted in all ayes.

The Board of Education recessed at 10:23 pm. and resumed at 10:36 p.m. in the Board Room.

FOIA Requests

Ms. Kalmerton reported that 3 FOIA requests had been received and 2 were resolved.

Student Council

Joey Cofsky reported that Student Council would donate \$1000 to the Magic Foundation to help children with drug issues. He thanked the Board of Education for the opportunity to serve; he was graduating this year and this would be his last meeting. The Board of Education thanked him for his fine service and wished him well.

Faculty Report

Ms. Hardin, on behalf of Faculty Senate, thanked Dr. Lee, Ms. Patchak-Layman, and Mr. Phelan for all of their hard work and time. She knew the amount of hours that go into the board meetings and behind-the-scenes work that the public does not. The faculty appreciates the time that they have given that took away from their family, their personal life. All of them will be missed.

Superintendent's Report

Dr. Isoye reported the following:

Math teacher Sheila Hardin was honored at Stanford University as 2011 OPRF graduate Ben Mildenhall's most influential teacher. Ben won the university's engineering award that is presented to students in the top five percent of the School of Engineering's senior class. As part of the award, recipients choose a high school teacher to honor.

Special education teacher Mary Young received the Lanny Morreau Scholarship from Illinois State University, which is given to doctorate students who wish to conduct and disseminate research to increase student outcomes.

Senior Presley Cone, senior photographer for "Tabula," won second place in the Illustration category of the Jostens Photo Contest. Competition was stiff, with 5,000 entries received from across the country.

Senior Adia Ivey won the 7th District of Illinois' annual art contest, sponsored by U.S. Rep. Danny Davis. As the winner, Adia will have her painting, "Sunset," displayed in the U.S. Capitol for the next year.

Over the weekend, the OPRF show choir, Noteworthy, was named Grand Champion at the Midwest Nationals Show Choir Competition, beating out 13 other competitors. In addition, the choir won Best Vocals and Best Choreography—a notable achievement given that Noteworthy was the only competitor to have student-created choreography.

The OPRF Shakespeare slam team has advanced to the finals in the Battle of the Bard competition sponsored by Chicago Shakespeare Theater and Chicago Youth Shakespeare. The team of six students is among the eight teams out of 30 advancing to the finals, which take place on Tuesday, May 5, on Chicago Shakespeare Theater's main stage.

Two students recently won honorable mention awards in the Triton Visual Communications Contest: Lamar Dumont for graphic design and Alex Williams for edited digital photography.

In Athletics news, senior Chris Wright-Madison has signed with UW-Madison next year on a track scholarship.

Chris Baldwin, math teacher and assistant coach for the OPRF boys cross country team. He has been appointed as the team's new head coach, starting with the fall 2015 season.

**Transformational
Leadership
Team Proposal**

Mr. Phelan moved to approve the Transformational Leadership Team proposal to pilot Freshman Advisories, as presented; seconded by Dr. Lee.

Mr. Dennis recapped the proposal presented in the packet. The Strategic Plan Operation Committee had asked for options at the end of year one. Dr. Gevinson found this proposal exciting. While he had been supportive of the idea of an advisory for a long time, but he thought it would have been more expensive and he found this idea to be very creative with lots of possibilities for doing more than he anticipated. Dr. Moore stated that the overall concept makes sense as the District looks at freshmen as emerging into a new environment. The support and scaffolding that is put in place will be important. She also liked the fact that the District was developing student leadership. With so many resources in the community, outside of the school, Restorative Justice, etc., it was an exciting time for this.

A roll call vote resulted in all ayes. Motion carried.

**Instructional Support
FTE and Programs**

Mr. Phelan moved to approve the proposed addition of Instructional Support seconded by Dr. Gevinson. Discussion ensued.

The administration noted that the Board of Education had requested that all requests for additional FTE come to it at one time. All of the administration's decisions took into consideration the projection models, i.e., deficit spending, the FAC model, and the expectations given to it by the Board of Education. As such, it recommended looking at the PSS Team to move forward with 1 counselor, looking at the projection enrollments and estimated a phase in. In regard to the youth therapist and substance abuse coordinator, a conversation had been had with the executive director of Thrive about the issue and asked it to be a part of the solution to solve the issues. The administration feels there is value in having a relationship with Thrive, even though there has been difficulty in sustaining the youth therapist and substance abuse coordinator.

With regard to the Special Education proposal for an additional social worker and additional psychologist, OPRFHS uses some contractual services. The administration recommended adding one psychologist, but not a social worker at this time and then evaluate its effectiveness.

With regard to the recommendation of both a director of Special Education and program chair, it was noted that the auditors of the special education program felt the need existed for both positions because of the increase in special education students. The Board of Education was reminded that the interim director took on both the director and program chair position. Thus, the recommendation is for .5 division head position and .5 program chair position.

The issue of the attendance coordinator was that of timing. While recognizing that Board of Education members participate in the Parent Teacher Advisory Committee, the administration did not have enough time to discuss.

The school nurse is a result of adding a school psychologist. This position will be paid for out of the IDEA grant.

Mr. Phelan moved to amend his motion to be replace the 1 FTE counselor with a 5th PSS Team, as outlined; seconded by Ms. Patchak-Layman. Discussion ensued. Mr. Phelan understood that as enrollment grows, the Board of Education believes it is going to hire this team, so he felt it made more sense to hire it immediately rather than build it over the course of several years. He understood that these people work as a team and this model was adopted to use the PSS Teams. He questioned building it a step at a time.

Mr. Rouse added that when adding just one more person would be confusing as to which team this person would be attached. It could also mean switching caseloads and connections with families might be different. One counselor would help, however.

Dr. Lee remembered that OPRFHS used to have deans and then because of the high number of students being consequence, an elaborate program was built to measure little bits of rule breaking and lining them up with specific consequences; it was called the Code of Conduct. Ultimately, a decision was made that something more specific was needed, i.e., counselors and then deans of discipline. Now the deans of discipline are called SIDs. The District lost those people, created more rules to be broken, and jobs to be staffed. He asked

to find ways to decrease the number of ways to break the rules. An analogy was that the City of Chicago now does not prosecute minor marijuana violations. He suggested reducing the traffic in this enormous number of violations by changing the nature of the Code of Conduct.

Dr. Lee moved that the model be changed and include fluidity by allowing the caseload of SIDs to expand beyond their current caseloads; they would not have to work with just that team, so that their caseload can become greater and alleviate the need for an additional team; seconded Dr. Gevinson. Discussion ensued.

Mr. Weissglass noted that the data recommended a ratio of a maximum of 250 to 1 for counselors. The SID range is from 500 to 1000. He asked whether a model that had four counselors per SID, would lower the ratio for counselors to the 230 to 240 range. The AIC combined with others could accomplish the same thing. That would keep the SIDs and the counselors in the acceptable range. That, in addition to the work at the discipline retreat, would help with the Code of Conduct.

Mr. Phelan cautioned about changing the model as the Board of Education did not have the expertise to make that decision.

Dr. Moore felt that the District must evaluate this model to see if it working. What are the outliers? How many students are being served? How are the youth interventionists playing with the counselors? Are these teams reflecting the larger group of students within their purview, and not only in crisis model? That requires relationship building. With that information, the District will understand if a decrease in tardies and behaviors occurs. She felt the District should hire youth therapists and a substance abuse coordinator. She believed the evaluation piece was critical, as the boundaries between the counselors and the SIDs need to be clearer to ensure that students are receiving the best of the skill set for each of those groups in terms of mental health issues of students. The evaluation, accountability, and family experiences vary from counselor to counselor. That needs to be addressed. Everyone must understand their role. The administration noted that a missing piece is that the SIDs keep everyone safe in sustaining a positive environment. SIDs deal with attendance in a capacity. This group will continue to react to discipline issues even if another model were explored.

Mr. Cofsky reminded the Board of Education of its financial responsibility to the District. In the model, assumptions were made based on the growth of the student population, and in that growth, there is an assumption that we would add resources proportionate to that growth of population. Different messages have come forward and this conglomerate is above and beyond what is above the model. Mr. Altenburg noted that the model only addressed classroom teachers. Because PSS Teams can handle 750 students and enrollment is expected to grow by that much, the question was asked as to why this would not be included in the model. The administration is working to change the model. The ratio of direct teacher to enrollment is 15.8.

Dr. Lee withdrew his amendment with Dr. Gevinson's permission. He had introduced it for the purpose of putting flexibility into a rigid and expensive system. Mr. Rouse reminded the Board of Education of the time when there was more flexibility and then it reverted back to what it is now.

Dr. Gevinson complimented Brandi Ambrose on the great job she had done with his own children. Discussion ensued about the timing of this proposal and DLT's reaction to it. He favored an attendance interventionist coordinate and substance abuse coordinator, counselor, youth therapist, and bringing social workers and psychologists back into the bargaining unit. He believed that could have an effect on the consideration of the PSS team proposal.

Mr. Phelan moved to hire a substance abuse coordinator; seconded by Dr. Moore. Discussion ensued.

Mr. Weissglass stated that student support services are vitally needed in the modern area for students to success in high school and it is expensive. The real challenge is determine how to provide the services and manage the operating budget. While the Board of Education just approved a project that cost \$37 million, it is a one-time cost. The cost of additional personnel are permanent and subject to tax caps. How will this affect the budget? The question of whether one is buying a piece of the team or having to buy the whole team, the net savings is not a long-time increase because the District will get to that increase in between and in some ways paying out of fund balance is O.K.. While 15 FTE make sense to meet the needs of the students, but what financial place that leaves us if we do that and whether that leaves us any room for more innovation. We should look at those before we make a decision. JP: Address whether it is permanent. If hiring the PSS team when enrollment peaks will we remove PSS team and that is inherent in whether we do it at one at a time. Ms. Patchak-Layman favored hiring a fifth PSS team, as the counselors work with more students than they can handle. They need relief. In looking at financials, this means moving the target date of the referendum from 2022 to 2021. She continued that granting the Madison Street TIF cost the District \$600,000.

Dr. Gevinson asked if this fit into the financial model and if the Board of Education should regret giving away \$10 million. Mr. Cofsky noted that there were play in the model and the numbers being an incremental expense will mean that the fund balance down quicker and steeper which will mean that the referendum will be sooner and bigger. Mr. Phelan suggested taking an increase in 2012. Dr. Isoye noted that the Finance Committee looked at the slope of the fund balance and matching the FAC recommendation, which did not take into account the need to add more resources which could move the referendum even earlier. This is a living graph. Mr. Weissglass too warn against increased enrollment as more housing units could come forward. Ways need to be found to cost contain. It was noted that there was no line item in the budget for Strategic Plan. The flip side of having more students might mean more tax revenue. Dr. Lee felt the Board of Education was placing the responsibility on future boards to remedy what this Board of Education was doing.

Mr. Phelan moved to amend the motion to add a substance abuse counselor; seconded by Dr. Moore. Discussion ensued.

Ms. Patchak-Layman suggested waiting until the white paper because it was not a single position but coordinated activity. Mr. Phelan stated that hiring this position says the District will have a full-time person who can modify policy, and not be a symbolic gesture. It was noted that the cost of hiring this person and the 5 youth therapists would be an \$180,000 increase, including benefits.

Youth therapists are not related to SAC position and the reason for making them full-time employees is that the counselors want them to be able to work full time, not an abbreviated schedule through Thrive, and hope they will stay longer and have longevity in the staff and develop relationships.

Dr. Moore moved to amend the amendment to hire five youth therapist and a substance abuse coordinator as employees of the District; second Ms. Patchak-Layman. Discussion ensued. This will add \$215,000 year to the budget for salary and benefits. Generally social workers are part of the school system. OPRFHS had contracted these services out to Thrive. One member felt the position should be market-based. Hiring these people will ensure that they are truly a team.

Ms. Hoffman reflected that the youth therapists and the substance abuse counselor had felt devalued because of the cost disparity in salaries between them and the counselors and SIDS. She was not able to ask more of them than the 35 contractual hours. The turnover is due to money and not feeling valued. She felt more could be asked of them, i.e., programming, working with students, etc.

Ms. Patchak-Layman noted that PTAC felt it was important to hire the ACI in order to help change behaviors in terms of tardies. Last year's PTAC brought up looking at attendance but did not feel a full hearing was held on what the members thought would improve discipline at the school to stem the tide in terms of disciplinary interactions. Dr. Moore felt that the lessening of tardies and detentions would be an outcome of the PSS Teams. Mr. Rouse stated that the additional staff hired that evening would help handle things differently.

Special Education used to have 3.5 program chairs and a division chair. When the division chair left and the Assistant Superintendent for Pupil Support Services left, the District decided to do a divisional review and hire one person for the interim position for one year.

Mr. Phelan moved to amend the motion to increase a recommendation for a school social worker; seconded. Ms. Patchak-Layman.

Dr. Qualls explained that the proposal would save \$257 per day or \$250,000 per 4 students with one psychologist. An additional social worker would increase that savings. The off-campus numbers are escalating because OPRFHS does not have the staff to meet the needs of the students. When asked about a program that was proposed to bring students back on campus, it was reported that because of numerous management changes it was not a good

time to implement a new program. There was also a lack of students/parents interested in this service. A roll call vote resulted in 5 ayes and 2 nays. Dr. Lee and Mr. Cofsky voted nay. Motion carried.

Mr. Phelan moved to approve the support staff with a 5th PSST team, 1 FTE for a psychologist, 1 FTE program chair, a .5 FTE division chair, a part-time school nurse, and to create FTEs for 5 youth therapists, a substance abuse coordinator and a school social worker; seconded by Dr. Gevinson. A roll call vote resulted six ayes and one nay. Dr. Lee voted nay. Motion carried.

Ms. Hardin appreciated the Board of Education's conversation as the students were front and center.

The following items were removed from consent agenda:

- I. Educational Technology Purchase
- L. Open and Closed Minutes

Consent Items

Mr. Phelan moved to approve the following consent items:

- Check Disbursements and Financial Resolutions dated April 23, 2015
- Monthly Treasurer's Report
- Monthly Financial Reports
- Acceptance of Gifts and Donations
- Personnel Recommendations including New Hires, Call Backs, Status Changes, Resignations, and Leaves of Absences
- Amended Budget FY 2015
- Yearbook Printing Contract
- Life Safety Amendment
- Educational Technology Purchase
- CPA Reclassification Recommendations
- Resolution appointing Special Education Director as OPRFHS representative to the DWC Governing Board

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

ET Purchase

Mr. Phelan moved to approve the ET Purchase as presented; seconded by Mr. Weissglass. Discussion ensued. It was reported that additional funding was included in the amended budget so that equipment could be purchased in this fiscal year in order to begin to work on projects immediately after school ends and be ready before the next school year begins. In addition, 1100 more Chromebooks will be purchased to be put in carts and to be used for testing. A roll call vote resulted in all ayes. Motion carried.

Approval of the Board of Education Budget for FY 2016

Mr. Phelan moved to approve the Board of Education FY 2016 Budget, as presented; seconded by Mr. Weissglass. A roll call vote resulted in all ayes. Motion carried.

Waiver Application to ISBE regarding Driver Education

Mr. Phelan moved to instruct the administration to submit the waiver application to the ISBE regarding Driver Education fees in substantially the form of the application presented to the Board of Education;

Fee

seconded by Mr. Weissglass. A roll call vote resulted in five ayes and two nays. Ms. Patchak-Layman and Dr. Moore voted nay. Motion carried.

Ms. Patchak-Layman voted against this because OPRFHS is a free and public school and charging fees to cover the cost of teachers moves it farther away from being a free and public school. She felt the school should stick to a minimal fee structure to pay only for the equipment for Driver Education, as not doing so, along with the instructional fees, was a hardship for families. Dr. Moore concurred. It was reported that OPRFHS makes waivers available for low-income families and that the Policy, Evaluation and Goals Committee will have an overall discussion of fees in the coming year.

Considering parents paid a fee in the same amount that has historically been paid and all fees were used directly to assist the District in offsetting the costs for the Drivers Education fees, the District administration recommended that no reimbursement be made for driver education fees for the 2013-2014 or 2014-2015 school years. Legal counsel found defenses available to support the administration's recommendation for no reimbursement of driver education fees for the last two years.

Strategic Plan Update Supportive Learning Environment

Avi Lessing presented the Supportive Learning Environment Implementation Team proposal. The members of this team are: co-leader, Andrea Neuman, and Tyrone Williams, Kristen Finkbeiner, Stephen Jackson, Nancy McGinnis, Carolyn Ojikutu, Janel Bishop, Ignacio Ponce, Kathy Rice, Rahasad Singletary, Pete Hostrawser, Lisa Vincent, Erin Leuschel, Lauren Achurra, Tia Marr, Peter Kahn, Gisele Ramilo, and Amy McGrail. He highlighted the following points:

1. The board goals are centered on making and sustaining relationships.
2. The proposal seeks to capitalize on faculty members who want to integrate social and emotional learning and their academic curriculum but need support through an SEL coaching position which would be a .4 release for an existing faculty member.
3. Social and Emotional Learning and Academic Learning are not separate. In a meta-study of a meta-analysis of school-based interventions, CASEL found the following gains from schools that implemented universal SEL plans: Improved attitudes about self, others, and school; positive classroom behavior; and a 10-11 percentile-point gains on standardized achievement tests. They also found reduced risks for failure including the following: conduct problems, aggressive behavior, and emotional distress.
4. In addition to this proposal being vetted by the Implementation Team, the Oversight Committee, and the Board committee, it has also been vetted by the founder and distinguished professor of psychology and education at UIC, Roger Weissberg, who was a lead member of that study, Maurice Elias, professor of psychology who runs a Social and Emotional Learning Lab at Rutgers and Ed Dunkelblau, who has won numerous awards and has consulted at New Trier, the Wheeling District, and Lake Forest High School.
5. SEL and academic achievement are correlated as well as direct correlation to improved school climate, bullying, and discipline referrals. Also the brain research is definitive: students need direct training in reflection,

relationship building, and resiliency and grit, just as much as reading, writing, and arithmetic.

6. Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
7. The proposal is to honor the pledge of the Strategic Plan by bringing positive Social and Emotional Learning experiences into the classroom which is the heart and soul of the school.
8. What does an SEL coach in the classroom look like? An SEL coach and facilitator offers new skills, models those skills, and then observes the classroom teacher to see how well he/she is implementing them into his/her curriculum. Coach and teacher both plan and reflect on every aspect of the classroom performance to find adaptive solutions including but not limited to curriculum design, materials, teacher-to-student and student-to-student interactions, the behavior of particular students, and perhaps most importantly, the presence and performance of the teacher themselves. The coach will have a lot to offer in terms of offering research-backed methodologies including communication skills, sharing leadership, ethnography and participatory action research, project based learning, mindfulness, and listening exercises.
9. Low stakes investment with high stakes rewards.
 - a. Create an SEL Coordinator Faculty position. This role would be in charge of training 50 teachers in the next 2 years in the following:
 - b. Optional, if it's continued is to expand the program in year 3 and 4 to a full FTE, a .4 for the coach who in addition to coaching may:
 - i. Lead programming for in-service or staff development days
 - ii. Help build a restorative justice program in conjunction with SIDS, Admin, and people who have facility with peace circles
 - iii. Lead trainings with groups of teachers
 - iv. Push into other group to expand SEL competencies e.g. discipline
 - v. Work in a non-evaluative way with teachers who are writing a disproportionate number of referrals.
 - vi. Expand the pool of coaches to make systematic and measurable change.
 - vii. Build capacity to all parts of the building. Maximize the skills and passions of our implementation team who is enthusiastic about this work.
 - viii. Expand the pool of coaches.

Mr. Weissglass reported that the same process would be used in bringing all implementation team proposals forward, i.e., first to the Strategic Plan Operation Committee, then to the Board of Education for input, further discussion at the committee level, and then to the Board of Education for approval. Mr. Lessing was thanked for the thoughtful work.

While one member suggested having assigning a teacher to the SEL coaching position rather than a supervisory, the administration noted that the District's literacy coaches still have their supervisories. It was unknown as to who would supervise the coach.

**Swimming Pool
Next Steps**

The next steps regarding the building of the swimming pool will be the program verification and concept design at a cost of approximately \$11,000 included in the fee. Discussions will occur with Legat, the administration, program staff and instructors, both inside the building and outside. The first focus will be to talk through PE needs. Mr. Altenburg and Mr. Zummallen will be involved in this process. During the next four weeks Legat will speak with John Stelzer and Clay Reagan. Students will be asked about locker rooms and pool use. A report may be brought to the regular Board of Education meeting in May and the concept design brought in the August/September timeline. The Board of Education must set parameters about the possible uses of the building.

Conversations with various entities in the community will begin in June. It was the consensus of the Board of Education for the next steps to begin.

**Classroom Technology
Implementation Plan
(CTIP)**

Mr. Carioscio reviewed the slides on classroom impact of CTIP, its organizational readiness, PARCC, Platform/Device evaluation, budget impact, and professional development. A similar presentation had been made at the Instruction Committee meeting.

With regard to Platform/Device evaluation, the sum score of the IPAD was 19.23 versus 24.05 for the Chromebook. The scoring was based on content creation, ease of use, features, integration, and technology/management. Emerging area of focus are professional development, digital citizenship and creation versus consumption.

There was minimal technical difficulty using Chromebooks with PARCC testing and 98% of the freshmen took the ELA Performance-based Assessment (PBA) and 96% of Algebra 1-2 students took their PBA.

One slide showed how that the usage of Chromebooks versus the IPAD was increasing in the Chicagoland area. The cost of the IPAD is \$849 versus \$400 for the Chromebook. Additional staffing requests will come to the Board of Education at a later time.

Timeline was presented. Looking to the Board of Education to take 500 devices and in January of next year of next year, send them home with students, this in addition to devices on carts to be used for PARCC. Phase III would be the following year.

Caution was noted about how students were selected.

Chicago VOYCE

The student-led discussion has turned into a smaller venture this year than originally planned. Jose Sanchez with Chicago VOYCE is on board and a group of students have been identified to be part of a planning committee for a discussion in the fall. Mr. Sanchez will facilitate a group of 4 to 5 adults and the group of students and bring forward the basic framework for it so that they will have the ability to identify trust within the group. VOYCE offers a student-lead training seminar during the summer for students at no cost. Dr. Moore has met with individuals at Dominican University that are part of the master program in conflict resolution who worked with another group, Youth

Justice and Restorative Justice, and who have worked with Mr. Sanchez. She would like to bring them to the school to meet with OPRFHS staff. The SIDs have talked about wanting a better understanding of Restorative Justice and Peace Circles and the individuals who run this program worked as attorneys in Chicago. The first step will be the student/adult planning committee meeting a half day either May 7, 8, or 9.

**Semester 1
Discipline Report**

This was tabled until the next meeting.

**Parent Teacher
Advisory Committee
Report**

This was tabled until the next meeting.

**Science & Technology
Update**

The Instruction Committee recommended that the Update on the Science and Technology Division be moved forward to the Board of Education. No discussion ensued.

District Reports

Reports from the Huskies Boosters' Club and APPLAUSE! were imbedded in the agenda.

Closed Session

At 2:45 a.m. on Friday, April 23, 2015, The Board of Education resumed open session.

Adjournment

At 2:46 a.m., on Friday, April 24, 2015, Mr. Weissglass moved to adjourn the Board of Education meeting; seconded by Dr. Lee. A voice vote resulted in all ayes. Motion carried.

Mr. Phelan
President

Dr. Jackie Moore
Secretary

Submitted by
Gail Kalmerton
Clerk of the Board