

**Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302**

**Special Board Meeting
Thursday, April 17, 2008
7:30 a.m.
Board Room**

AGENDA

1. Call to Order, Roll Call and Introduction of Visitors
2. Visitor Comments
3. Childcare Program Information and Recommendation
4. Recommendation for Social Work Contractual Services
5. Collaboration of Early Childhood and Education Agreement for Consulting Services
6. Recommendation for Administrative Work Year
7. Update on Benefits Consortium
8. Update on Ridgeland Commons
9. Motion to Adjourn

C: Board Members
Administrators

MEMORANDUM

DATE: April 17, 2008
TO: Board of Education
FROM: Jason Edgecombe and Cheryl Witham
RE: Huskie Pup Childcare Program

Background

The recent resignation of the current Director of the Huskie Pup Childcare Program has led administration to re-think leadership options for the program as a means of avoiding the sense of a revolving door in the Director's position on the part of parents. As a result we are looking at establishing a relationship with a third party vendor to provide leadership for the Childcare Program as well as to solicit applications for the Director's position. It should be noted that nothing in the School Code prohibits the outsourcing of the Childcare Program since the employees are not part of a collective bargaining group.

Summary of Findings

Discussions with the River Forest Community Center (RFCC) regarding the re-location of the CITE Program in Special Education led to discussion of the RFCC becoming responsible for the Huskie Pup Childcare Program. At present the RFCC operates a variety of Early Childhood and After School programs for children from 15 months of age to students in Grade 7. As an established childcare provider within the community, the RFCC is committed to retaining existing Childcare employees of the District, continuing the traditions of the TAPP Program, and offering priority service to District employees and members of the community respectively.

A relationship with the RFCC would allow for the swapping of space (Childcare for CITE), an expansion of the Childcare program (from 26 children to 40 children), greater involvement of the District's Child Development Program with the Childcare Program, and for the stabilization of leadership for current families of the Childcare Program.

Recommendation

To authorize administration to enter into formal contract negotiations with the River Forest Community Center for the operation of the Huskie Pup Childcare Center.

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Cheryl L. Witham, CFO
DATE: April 14, 2008
RE: Collaboration for Early Childhood

BACKGROUND

Oak Park and River Forest High School has entered into an agreement for consulting services with the Collaboration for Early Childhood on an annual basis since August of 2003. Presented for consideration is an agreement for the 2008 – 2009 school year.

SUMMARY OF FINDINGS

This fall the Board of Education discussed and approved an internship program for OPRFHS students in cooperation with the Collaboration for Early Childhood. Dr. Weninger has worked with Eric Gershenson to develop this program. Cindy Milojevic, Director of Student Activities, will coordinate student participation in the program.

In addition, the administration would like to continue the previous annual agreement.

Both agreements are included for Board of Education consideration.

RECOMMENDATIONS

Approve the both of the Agreements for Consulting Services with the Collaboration for Early Childhood at the April Regular Board of Education Meeting.

AGREEMENT FOR CONSULTING SERVICES

THIS AGREEMENT is made this first day of April, 2008 (hereinafter referred to as the "Effective Date"), by and between the COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION, an Illinois not-for-profit corporation, (hereinafter referred to as "Consultant"), and the BOARD OF EDUCATION OF OAK PARK RIVER FOREST HIGH SCHOOL DISTRICT NO. 200, COOK COUNTY, ILLINOIS, (hereinafter referred to as the "Board"), as follows:

1. Services. Consultant agrees to provide the Early Childhood Care and Education consulting services, described and specified more fully in Appendix A hereto (the "services"), under the direction of the Board's designee, Cheryl Hough, in Consultant's own offices, beginning on April 1, 2008, and continuing through June 30, 2009, unless earlier terminated or extended as provided herein. The Board agrees to provide Consultants with such information and be responsible for the activities specified in Appendix A.

2. Compensation. For all Services to be rendered by Consultant during the initial term of this Agreement, the Board shall pay Consultant a fee of Fifteen Thousand Dollars (\$15,000.00). Such fees shall include Consultant's costs, if any, for telephone communications, postage, travel expenses, and other expenses incurred by Consultant in connection with the provision of the Services. The Board shall pay Consultant the agreed-upon compensation in one lump sum payment upon the Board's execution of the Agreement. Consultant shall be responsible for payment of all state and federal taxes in connection with its performance of the Services and receipt of compensation under this Agreement.

3. Relationship Between The Parties. Consultant is retained by the Board only for purposes and to the extent set forth in this Agreement, and nothing in this Agreement shall be considered to create the relationship of employer and employee between the parties. Consultant shall be deemed at all times to be independent contractor and neither party has the authority to bind the other to any third person or to otherwise act in any way as the representative of the other, unless otherwise expressly agreed to in writing signed by both parties hereto.

4. Access. Consultant shall have access to such facilities, equipment and personnel of the School District which are necessary for the performance of any Services hereunder and only upon the permission of the Board or its designee.

5. Indemnification. Consultant does hereby indemnify and hold harmless the Board, its members, employees and agents from and against all claims, including reasonable attorney's fees, arising out of or in any way connected with the Consultant's performance or non-performance of any services hereunder.

6. Insurance. Consultant shall insure against all losses and damages which are the result of, the fault or negligence of Consultant in the carrying out the Services. Consultant will, if requested, produce a certificate of insurance showing that the necessary coverage is currently in force, and will also give the Board thirty (30) days written notice before the required insurance can be altered or cancelled.

7. Notice. Any notice or communication permitted or required under this Agreement shall be in writing and shall become effective on the day of mailing thereof by first class mail, registered or certified mail, postage prepaid, addressed:

If to the Board to

OPRF High School District 200
201 North Scoville
Oak Park, Illinois 60302
Attention: Superintendent

If to the Consultant, to:

Collaboration for Early Childhood Care and Education
P.O. Box 4105
Oak Park, Illinois 60303
Attention: Joan White, Convenor

8. Termination and Extension. This Agreement may be terminated at any time, for any reason, by mutual agreement of the parties or by giving thirty (30) days written notice by certified mail to the other party. Negotiations for an extension of this Agreement, if mutually requested, will be completed before June 1, 2007.

9. Entire Understanding. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, agreements and communications between the parties concerning such subject matter, whether oral or written. Except as otherwise provided, no subsequent alteration, amendment, change or additional to this Agreement shall be binding upon the parties hereto unless reduced to writing and duly Authorized and signed by each of them.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the day and year first written above.

COLLABORATION FOR
EARLY CHILDHOOD CARE
AND EDUCATION, an Illinois
not-for-profit corporation

BOARD OF EDUCATION OF
OPRF HIGH SCHOOL
DISTRICT NO. 200
COOK COUNTY, ILLINOIS

By: _____

By: _____

Its _____

Its: _____

Appendix A

I. INTERNSHIP PROGRAM

Oak Park River Forest High School is establishing an internship program to afford students the opportunity to work in a volunteer capacity in early childhood programs throughout the community. The following are the responsibilities of the Collaboration for Early Childhood Care and Education, OPRF High School, student volunteers, and participating early childhood schools and centers in connection with the internship program:

A. Responsibilities of the Collaboration of Early Childhood Care and Education

1. Create a list of available sites to include:
 - Center/school name, address, contact person and phone number
 - List of volunteer opportunities at that site
2. Provide a three hour pre-service training session to cover a general introduction to quality early childhood care and practice.
3. Create a list of protocols to provide to all sites to include the following:
 - Students are not to be alone with children
 - Students are not to discipline children
 - Students are not to accompany children to the restroom
 - Students are not to bring weapons on site
 - No use of headsets or cell phones at the childcare site
 - Be aware of security issues – don't open doors to the center, know fire exits and basic safety procedures.
 - Tell program of any problems
 - Wear appropriate clothing (no halters, hats or sag pants)
4. Create a simple evaluation form and a self-evaluation form, which would be used by each site at the end of the teen's volunteer time. (The high school has a form which can be modified as needed to relate to early childhood education.)
5. Create a Confidentiality Form to be used by each site.
6. At the end of the volunteer period, the Collaboration would provide a certificate recognizing the hours the teen had volunteered.
7. Have experienced teens participate in the creation of an orientation for the next group and assist in the orientation session.
8. Create and provide a packet to each center. This is to meet State of Illinois Department of Children and Family Services licensing regulations. Each packet would be presented to the student at the site interview and would need to be completed prior to beginning volunteer activity. The packet will include DCFS form 508-1, the Authorization for Background Check, a Confidentiality Form, a request for three letters of reference and a request for a copy of the high school medical form. Note: Students do not have to be fingerprinted, but the Background check is to be completed by the teen

and mailed by the center to Springfield for CANTS clearance.

B. Responsibilities of OPRF High School

1. Identify a point person who would recruit students and respond to Center Director's questions and concerns.
2. Create an application form to include:
 - Name
 - Emergency phone number and contact information
 - Student's interests and prior experiences with young children
 - Times available for volunteering
 - Preferred site
 - The name and address of the high school.
 - The name, title and telephone number of the high school staff member responsible for the participation of the student.
3. Publicize the opportunities and recruit student volunteers
4. Generate a form to be used by each site to log volunteer hours so that there is uniformity from site to site.
5. Provide a letter from the school giving the student permission to volunteer. This is a State of Illinois Department of Children and Family Services requirement.

C. Responsibilities of the Student Volunteer

1. Contact the director of the center or school selected and arrange for an interview.
2. Attend and complete the three-hour pre-service training session.
3. Complete all of the required paperwork prior to beginning volunteer hours. The center director will provide the packet of required paperwork.
4. Arrive at center or school on time and as scheduled. Phone the center ahead of time will be absent.
5. Follow the policies of the site and the direction of the staff of the center.
6. Sign and honor the Confidentiality Form which is a part of the paperwork packet.

D. Responsibilities of participating schools and centers

1. Interview the student applicant. Be clear as to expectations and opportunities available. Make a mutual determination as to the appropriateness of the fit.
2. Give the student the packet of required DCFS paperwork. Maintain a file for each teen, which includes the required documents, as well as a written plan for the student's participation. This is a DCFS requirement.
3. Make the student feel welcome at your site.
4. Provide an orientation session to the student volunteer(s). Include the philosophy of the center/school, what is to be expected in the classroom, the goals and objectives for

the children, and the duties and responsibilities of the volunteer.

5. Provide ongoing supervision and positive, clear, constructive feedback to the student volunteer.
6. Maintain an accurate record of the student's volunteer hours.
7. Conduct an evaluation session with the student, using the form provided by the Collaboration. This would provide the student with helpful feedback and experience with work place expectations. Also ask the student to complete a self evaluation and discuss it as a part of the session.
8. Find ways to recognize and show appreciation for the contributions the student has made to the program as appropriate, including the awarding of the Collaboration certificate at the end of the student's tenure with the program.
9. Let the high school know of any outstanding contributions the student makes at the site so the high school can join in recognizing those good efforts.

II. EARLY CHILDHOOD NEEDS ASSESSMENT AND PLANNING PROCESS

The Collaboration for Early Childhood Care and Education will conduct a needs assessment and planning process in order to secure the provision of high quality family support and early care and education to all Oak Park children from birth until they enter Kindergarten. In connection with the needs assessment and planning process the Collaboration will provide the following services to Oak Park and River Forest High School:

1. Assess the current state of early childhood care and education in Oak Park.
2. Identify unmet needs for early childhood services.
3. Propose the most appropriate set of programmatic service offerings to respond to Oak Park's identified early childhood needs in the form of a comprehensive "Partnership for Human Development" model.
4. Identify the projected academic, economic, and other impacts of the proposed model.
5. Devise a five year implementation plan and supporting structure for the adoption, roll-out, and ongoing operation of the proposed model.

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1. Services. Consultant agrees to provide the Early Childhood Care and Education consulting services, described and specified more fully in Appendix A hereto (the "services"), under the direction of the Board's designee, Cheryl Hough, in Consultant's own offices, beginning on July 1, 2008, and continuing through June 30, 2009, unless earlier terminated or extended as provided herein. The Board agrees to provide Consultants with such information and be responsible for the activities specified in Appendix A.

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OPRF High School District 200
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Oak Park, Illinois 60302
Attention: Superintendent

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COLLABORATION FOR
EARLY CHILDHOOD CARE
AND EDUCATION, an Illinois
not-for-profit corporation

BOARD OF EDUCATION OF
OPRF HIGH SCHOOL
DISTRICT NO. 200
COOK COUNTY, ILLINOIS

By: _____

By: _____

Its _____

Its: _____

APPENDIX A

Oak Park River Forest High School Child Care Center

The Oak Park River Forest High School Child Care Center (hereafter “the center”) is an on-site, certified childcare center serving the needs of students, staff and the community. The center is an all day, week day program during the school year while the school is in session. The center offers services to children from infant to preschool. Priority placement is given to teenage parents who attend OPRFHS, then to the children of staff members and then to the general community.

The projects of the Collaboration described in this Appendix A will offer programs and services which the Collaboration will make available to the center. Specifically, the center may elect to:

- Enroll staff, with full tuition reimbursement, in a 3 college credit hour class in early childhood at Triton College, sponsored by the Collaboration.
- Obtain training for staff in the Talk, Reach Read™ curriculum for early childhood literacy.
- Conduct a workshop, to be organized and staffed by the Collaboration, for parents and caregivers of children attending the center, on reinforcing pre-literacy skills at home.
- Have its Director participate in monthly sessions of the Director’s Roundtable for the purpose of identifying and addressing issues of mutual concern in connection with the effective administration of early childhood programs.
- Arrange for the attendance of Director and staff of the Collaboration annual conference on Science and Young Children in February, 2008.
- Participate in follow-up session to the 2008 Collaboration annual conference on Science and Young Children: *How the Worm Turns*, for families.
- Receive, at no charge, copies of the most current edition of the *Early Childhood Resources Directory*. The number of copies required shall be determined by the center.
- Receive, at no charge, copies of *Teach, Learn, Create (TLC)*, a manual for staff which details the attributes of a successful learner, the best practices to engender these attributes and supporting activities.
- Obtain the delivery of a series of six workshops based upon the units of TLC to staff of the center, at no charge.

- Acquire, at no charge, print and video materials on parenting and the selection of quality daycare, to be provided through the Collaboration's *Start Early, Learning Begins At Birth* campaign.
- Conduct a workshop, to be organized and staffed by the Collaboration, on selecting high quality day care.
- Access additional family resource materials available to the Collaboration.
- Obtain advice from Collaboration members regarding the selection of appropriate materials for use by the center.
- Receive, at no charge, reports of data analyses measuring changes in the early childhood experiences, outlooks, and practices of families in Oak Park.
- Participate in a workshop entitled "Kindergarten and Your Child", designed to facilitate understanding of the transition from preschool or childcare to Kindergarten.
- Participate in *Access and Equity: Inclusion for All Young Children*, training designed to assist programs to become accessible to children with special needs.

MEMORANDUM

DATE: April 17, 2008
TO: Board of Education
FROM: Jason Edgecombe
RE: Administrative Work Year and Salary

Background

The administrative re-organization structure which has resulted in the employment of Assistant Principals by the District necessitates a change in the work year for the Assistant Principal for Student Activities. Presently this position is a ten-month position, however, the work year established for the recently hired Assistant Principals is twelve months. We believe it is desirable to have all Assistant Principals work the same work year.

Summary of Findings

It is the perspective of administration that the District would be well served to have all Assistant Principals work a twelve-month work year. Such length of service would allow for an appropriate conclusion to the end of the school year and serve as a prelude to the start of the new school year. The ability to engage in extended planning as a Building Leadership Team (BLT) during the summer months when the pace of daily operations is typically significantly less than during the regular school year should not be underestimated. Programs such as the Freshman Orientation Day and the Student Transfer Program should be greatly enhanced by the deliberate evaluation and consideration of the BLT. The Human Relations Program and programs related to student travel are examples of programs that can be refined during the summer months by moving this position to twelve months. Finally, extending the length of this position's work year allows for insuring that sponsors are in place at the beginning of the school year rather than after the school year begins. A job description is attached for review.

In the area of salary, a recent study by Downers Grove reflects a salary range of \$72,000 - \$124,300 for administrators involved in Student Activities. Administratively, we have established a salary range of \$100,00 - \$125,000 for Assistant Principals and Division Heads.

Recommendation

To extend the administrative work year of the Assistant Principal of Student Activities from ten months of service to twelve months of service and to offer a salary of \$107,500 annually.

February 13, 2008

To: Dr. Weninger

From: Rich Perna and Rich Deptuch

Re: A Proposal to Expand Social Work Services to PSS Teams

RATIONALE FOR ADDITIONAL SOCIAL WORK SERVICES

- In previous years we have employed four social workers to service our student population that has neither decreased in number nor shown any less need for services.
- Each student that is placed on a behavior contract is required to see a social worker on an as needed basis. The total number of social work sessions can vary, but the average for each student is approximately three. There are currently 60 students receiving services. Approximately 30 additional students started the year on a contract receiving services, but have been taken off the contract, and there is potential for approximately 40 to 60 more students that could be placed on a contract and require services before the end of the school year.
- Several other school districts have multiple counseling groups for students that run during or after the school day. With only two social workers it is impossible to run an extensive program. The limited groups that we now have only run for a quarter after which new students are placed in the group. This is a disservice to those students in the previous quarter's group who need continued attention.
- National statistics indicate an increase in violent behavior among females. This is a trend mirrored by our student population and indicates a need for additional social work services for this population.
- An increase in single parent families as a result of divorce, separation, parental abandonment, or other factors, reflects a serious need for social work services that many of our students are currently not receiving.
- Society has become much more complex. As a result, our students face much more complex pressures and social problems. The current structure of our social work program often makes it difficult for the social workers to spend adequate time with drop-in students who are experiencing a crisis.
- Students who are discussed in PSS are often referred to social workers for either evaluation or consultation. Some of these students are reluctant to see the social workers on their own. Unfortunately, with their current caseloads, social workers often do not have the time to go find the student so that the recommended services can be provided.
- As the PSS model continues to improve, more and more at-risk students are being discussed, many of whom are involved in family and social situations that require social work attention. The level of interaction among PSS team members, including the social workers, has greatly increased. The work of PSS has grown to the point that each team needs its own social worker. Such a move would greatly enhance the effectiveness of each team.

- We used to have a very successful Peer Mediation program when we had one social worker for each PSS team. Unfortunately, the reduction to two social workers left little time to provide leadership for this program and it became largely ineffective to the point that it was eliminated this year. An increase in the number of social workers would allow us to breathe new life into this once successful and effective program.

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Cheryl L. Witham, CFO
DATE: April 14, 2008
RE: Oak Park Benefits Consortium

BACKGROUND

Financial representatives from the taxing bodies of Oak Park and River Forest have been meeting on a monthly basis for approximately eighteen months. One of the topics of discussion has been the creation of a benefits consortium for the purposes of information sharing, exploration of alternatives and a reduction of administrative costs. A sub-group of primarily Oak Park taxing bodies formed and has been exploring feasibility of a benefits consortium.

SUMMARY OF FINDINGS

The group has determined that an opportunity to reduce costs and enhance wellness initiatives in the two communities exists by forming a consortium. The group interviewed several brokers with expertise in this type of consortium model and has selected the firm of A.J. Gallagher based on experience and the success of their current consortium pools. The group has met with A.J. Gallagher several times and has now elected Cheryl L. Witham and Sharon Hammer to represent the group in exploring legal counsel and in drafting by-laws. As a part of this process, the group agreed to sign a broker of letter agreement for services connected with Life Insurance, AD & D and Long Term Disability. The group intended to test the market to see if savings can be realized by joining together in this way. All of the taxing bodies agreed and signed the letter. However, late last week, D97 withdrew from the consortium. The group meets again on May 7, 2008 to discuss the selection of legal counsel for the group, the by-laws and the withdrawal of D97.

RECOMMENDATIONS / FUTURE DIRECTION

Continued exploration of the possible benefits of a consortium.

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Attila J. Weninger
DATE: April 17, 2008
RE: Ridgeland Commons

BACKGROUND

Attached, please find the information distributed to the community at the Saturday, April 12 Community Meeting 3 at Beye School. I estimated that excluding Park District Board and staff and consultants, about 100+ were in attendance. A fairly detailed presentation about each plan was made, and then public comments were taken from the audience.

SUMMARY OF FINDINGS

I spoke with Gary Balling today about the next steps, which he gave generally on Saturday. The intent is to take the current 6 plans (2 each for existing footprint, expanded footprint, and visionary) and narrow them down to 3 (1 each from the above 3 areas). Then, construction and operational cost estimates will be developed, and one final plan from these will be selected. The timeline is to have the information in hand to make a decision on a final plan in June.

We have identified for the Park District our indoor facility and outdoor field needs relative to a partnership with the Park District (and presumably Fenwick) if our South Field is to be used for the visionary plans. Gary is clear about them.

NEXT STEPS

At this point, we will continue to monitor public comment and any changes to the plans, and we will be sure to continue to communicate with the Park District about same.