

March 8, 2012

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, March 8, 2012, in the Board Room of the OPRFHS.

Call to Order

President Protempore Finnegan called the meeting to order at 6:48 p.m. The following Board of Education members were present: Valerie J. Fisher, Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Sharon Patchak-Layman (attended telephonically at 7:40 and departed at 7:50 p.m.), and John Phelan. Also present were Dr. Steven T. Isoye, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Dr. Tina Halliman, Director of Special Education, Lauren M. Smith, Assistant Superintendent for Human Resources; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

At 6:50 p.m., on Thursday, March 8, 2012, Ms. McCormack moved to enter closed session for the purposes 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; Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probably or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11); Student disciplinary cases 5 ILCS 120/2(c)(10); seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

At 7:20 p.m., the Board of Education reconvened its open session.

Joining the meeting were: Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; and James Paul Hunter Faculty Senate Executive Committee Chair.

Visitors

The Board of Education welcomed the following visitors: Kay Foran, OPRFHS Communications and Community Relations Coordinator; Jeremiah Wiencek, OPRFHS Assistant Principal for Student Services; John Stelzer, OPRFHS Athletic Director; Doug Wiley, OPRFHS Supervisor of Finance; Tim Keeley, OPRFHS Purchasing Coordinator; Robert Zummallen, OPRFHS Director of Buildings and Grounds; Scott Klein and Scott Deunser of Klein Hall; John Rossi and Nick Cavaliere of Baker Tilly; Nancy Haley and Nancy Leavy of the League of Women Voters, Howard Metz of Robbins Schwartz, community members John Bokum and Aimee UY, and Peter Slattery, OPRFHS Student.

Public Comments

None

Bus Contracts

Mr. Finnegan moved to terminate the special education transportation agreement with Illinois Central based on the performance and safety concerns discussed in closed session; seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried. Ms. Patchak-Layman was present for this vote.

Ms. Fisher moved to declare an emergency exception to the public bidding requirements as discussed and award the special education transportation contracts to Grand Prairie and R&D, as presented; seconded by Mr. Phelan. A roll call vote resulted in all ayes. Motion carried. Ms. Patchak-Layman was present for this vote.

Ms. Patchak-Layman excused herself from the meeting due to illness.

Student Council

Mr. Wiencek reported that this was charity month for Student Council as it was working on the OPRFHS man contest and a bowl-a-thon.

Superintendent Report

Dr. Isoye was pleased to report on the work that went behind the preparation of the budget report to be presented later in the meeting. With the development of the Financial Advisory Committee (FAC) several years ago, the FAC's model for budgeting has been implemented. In preparing for the adoption of the model, there was much debate over the types of committees and the people involved. It was most important for the Board of Education to give its approval of the model last year so that the administration could move forward with the work and hopefully the Board of Education's vision of controlling costs.

The District Leadership Team (DLT) felt like it was building a plane while in flight. At each level, a new question was encountered. The work involved the formation of the Advisory Leadership Team (ALT), whose membership included administrators, union representatives, non-affiliated representation, and community members. Through their work, parameters were recommended to him to present to the Board of Education about long-range planning. These parameters were necessary for guidance in the development of the budget.

In addition to the ALT, working groups and Quality Review Committees were formed. Faculty and staff members from all aspects of the building were involved in identifying potential cost savings in their particular working area.

The Building Leadership Team (BLT) worked together to tie together the pieces of the building budget necessary to build and strengthen programs. Their work was necessary in painting a picture of a continued comprehensive high school experience for students.

Each DLT member, along with their colleagues, was responsible for building his/her budget and making sure that each area was clearly articulated and supported, along with being documented in the appropriate place in the FY13 budget. The DLT synthesized the information inputted by all the other groups to build this document. The DLT spent six full day retreats throughout the year in order to work through the process and develop the budget.

With budget as the theme and the model as the guide, the DLT has had a most comprehensive discussion about the work in the school and the proposals for next year. These conversations were deep and rich. There is a full understanding of each area's responsibilities and how one idea spans into his/her budget arena. The DLT believes this to be a truly comprehensive look into its work for next year and the costs to support this work, while working to stay within the parameters presented through

the ALT projection model adopted by the Board. This enormous task is the result of several years of development and planning. He thanked all who participated in this process.

**Website Redesign
Vendor Presentation**

The Board of Education received a status report on the redesign of the website. The District has chosen a vendor partner for this project and the contract with Campusuite (Innersynch) will be presented at the March 22, 2012 meeting for review and approval. Mr. Carioscio presented a PowerPoint presentation, which gave the background on the people involved in the process, e.g., community, staff, and faculty, what the process was, the pros and cons of the two finalists presented, as well as a financial comparison.

Campusuite is cloud based, incorporates changes for all users, is E-rate eligible, has a structured design, and one pays as they go. Discussion ensued about the E-rate discount. OPRFHS will pay the company the normal price, the company will file the contract with the government, and the government rebates the percentage. E-Rate started approximately 10 years ago to help education get access to the Internet. It allows the schools most in need a bigger discount. The high school already files for E-rate and receives it for telecommunication services.

Mr. Carioscio stated that Campusuite uses templates and customization of the templates is possible. Dashboards will be built as webpage content. District 97 uses this company. Mr. Carioscio will provide Board of Education members with a list of other companies that use this provider.

Campusuite will cost approximately \$39,423.60 less an E-rate adjusted cost, or \$26,858.16.

Mr. Carioscio recommended a two-year commitment to simplify the E-rate paperwork. Because filing the paper work was something that the District did annually anyway, Ms. Fisher suggested a one-year commitment.

The next steps will be to bring the stakeholders back into the conversation for key project milestones.

Phase II will be to take internal content for teachers, parents and students, and make it available to the community at large.

RFP for Auditors

The District received RFP's from Baker-Tilly, Klein-Hall & Associates, and Miller. Cooper & Co. for audit services for fiscal years 2012-2014. Representatives from both firms made brief presentations to the Board of Education. Baker-Tilly received the highest recommendation scores and is adept at testing internal controls. Klein-Hall proposed the lowest fees because less time would be spent testing internal controls and preparing the audit.

The Board of Education will be asked to approve one firm at its regular March 22, 2012 meeting.

Each firm spoke to its credentials. Scott Klein spoke for Klein Hall. Klein Hall is a small firm with 10 CPA and does 50% of its work exclusively for school districts. Each CPA has a minimum of 5 years of experience and the staff turnover rate is

negligible. Staff is rotated depending on the internal controls and the goals of the district. What the District will receive from any audit firm is the same, e.g., certification, the state report, a single audit (Federal Funds Audit), and management letter, which will offer suggestions for improvement. The Board of Education can offer direction about controls. Klein-Hall is a firm that will offer valid, timely consideration of what things a school district can do to fine-tune its internal controls. The Board of Education must be proactive in ensuring that its financial staff is in control of the funds and minimize any errors, etc., and it looks to auditors to assist with that function. The Assistant Superintendent for Finance and Operations should ask for internal controls on payroll, purchasing, receipts, etc. Auditors give good, timely advice to the school district and staff so that the Board of Education can be proactive in rectifying concerns. Management letters will include concerns or points depending upon the seriousness of those to the district and make suggestions on how to do things differently. Auditors have been promulgated to look at controls within the audit framework. They are required to document internal controls and place a judgment call. If there are any overriding risks, then the audit is expanded and procedures are explored. Every year they should be documented and tested to make sure they are functioning properly. He explained the audit process used at Scott Klein. Additional services relative to internal controls could be completed afterwards.

Discussion ensued about the number of hours anticipated to be spent on the audit as Klein Hall listed considerably less than Baker Tilly. Mr. Klein explained an audit could range from 200 to 230 hours, which includes 3 days in house, 1 week for the financial audit in their office, and putting the reports together. The fee structure is different because it is a smaller firm. If one took the hours and multiplied them by the rates, it would come close to what was bid and historically it gets 80% of billing based on the rates.

Baker-Tilly provided a PowerPoint. It has over 1300 professionals and is the sixteenth largest firm in the United States. There are over 28 full-time professionals in the Oak Brook office. It works for over 50 schools in Illinois. What sets Baker-Tilly apart is its passion, commitment, and experience. It offers extensive non-audit service offerings, involvement in the industry, web-based client training, the minimizing of resources, and keeping abreast of what is going on the industry. It has representatives on IASBO, Illinois CPA Society Government Report Review, Committee, ASBO International with Official CAFR report and Meritorious Budget Award reviewers, AICPA, active member of the Government Audit Quality Center, AICPA Active member of the State and Local Government Expert Panel.

The Board of Education's responsibilities with respect to the audit environment are:

- Establish policies and procedures to maintain adequate accounting records and effective internal controls,
- Select and apply accounting principles,
- Monitor and evaluate activities to ensure that goals and objectives are met,
- Identify and ensure District compliance with laws and regulations,
- Determine that there is reasonable assurance that government programs are administered in compliance with statutory requirements,
- Design and implement programs and controls to prevent and detect fraud,
- Inform the audit firm of any known or suspected instances of fraud,

- Notify the audit firm of any deficiencies in the design and operation of the internal control system that adversely affects the District's ability to record, process, and report financial data,
- Provide the audit firm with complete and accurate original accounting records and related information necessary to perform the audit,
- Prepare corrective action plans and take corrective action on any reported audit findings with respect to the financial statement audit and federal grant audit, and
- Adjust internal financial records to correct any material misstatements.

Baker Tilly's audit approach is:

- Assess risk,
- Gain an understanding of internal structure over both financial reporting and major federal programs and computer systems,
- Review risk areas with District administration,
- Plan audit based on the results of risk assessment,
- Perform substantive tests,
- Draft audit report and communication to governing body of risk areas,
- Issue audited financial statements, and
- Present financial statement at Board of Education meeting

The reasons stated to choose Baker Tilley were given as follows:

- Premiere public accounting firm,
- Trained, experienced professionals, and
- Unmatched resources and commitment to Illinois school districts.

Ms. Witham explained that the rationale for recommending other firms this year was that last year the audit firm was chosen first because of qualifications and then price. Last year a price was negotiated but when prices fell, the firm was asked to lower its price. It was not willing to do that and that firm did not respond to the RFP. Several qualified firms can do the audit for a lower price. Baker Tilly was called Gurrie. Auditors will review the work of the Assistant Superintendent for Finance and Operations. Baker has been thorough on testing internal controls and making recommendation; smaller firms do not spend as much time on that. Baker has much free information on new laws, accounting, legislation, etc. Ms. Witham reported that the last audit had few audit comments, ORPFHS has a high bond rating, it has received the IASBO Meritorious Award. The price for Klein Hall was lower because it had calculated the number of hours wrong but it would adhere to the quote it had sent. The Board of Education will be asked for a final decision at its regular March 22, 2012 meeting.

Review of Early Payment of Debt

Ms. Elizabeth Hennessey of William F. Blair & Co. explained to the Board of Education the options available to it to retire the 2003 and 2004 debt early, which is callable in December 2013.

Ms. Hennessey presented:

- 1) historic AAA MMD Interest Rates
- 2) Municipal Yield Curve Comparison (interest on bonds are the lowest in the last seven years)
- 3) Outstanding Debt Service and Summary

- 4) Option I: Refund the Series 2003A and 2004 Certificate for savings
- 5) Option II: Use Cash on Hand to Pay Off Debt Certificates at the Call Date of December 1, 2013

With Option I, the 2003A and 2004 Debt Certificates, which are callable on December 1, 2013, could be refunded in advance of the call date once on a tax-exempt basis. The optional process for issuing refunding bonds is to have the Board of Education approve a savings target and authorize a parameters refunding resolution. This would allow the optimal market timing and avoid having to call a rushed meeting. The Board of Education would delegate a person to review and approve the final pricing, usually the Board of Education president, Superintendent, or the Assistant Superintendent for Finance and Operations. With this option, the District would annually save \$36,044 to the Operations and Maintenance Fund after costs. The present value as a percentage of bonds refunded is 8.3880%, well above the recommended 3% benchmark. The estimated cost of issuance would be approximately \$31,185.

Option II, using cash to pay off debt certificates at Call Date December 1, 2013 would be used by a district with strong fund balances, and earning a very low interest rate. The average coupon of the Series 2003A and 2004 debt certificates combined for maturities 2014-2023 is 4.25%. Given the economic environment and the District's financial position, it may be better to wait until the call date and use District funds on hand to retire the debt.

Ms. McCormack appreciated her advice as it spoke to her integrity and to the creditability of her work.

Policy 3450

Ms. Hennessey continued that OPRFHS has the opportunity to invest in school district debt via the Public Funds Investment Act and in municipal bonds via the Municipal Fund Act. The Municipal Fund Act also allows tax and participation warrants of school districts which are rarely rated. They are issued by schools that do not have money in the bank and are in between tax participation. These schools have to go to a bank and borrow funds. Last year she worked on a deal with a district that had to borrow \$1 million and another district that was earning money on a CD.

Ms. Hennessey has ten Illinois school districts that are looking to buy debt for short-term investments. The District's policy needs to confirm with the state of the Municipal Funds Act, allowing it to buy tax warrants. The process that could be used could be a private placement (matching up school districts who wanted to do this) or a quasi-competitive bid process where the issuing district would put out a bid sheet and other districts would bid on the tax warrants. The Assistant Superintendent for Finance and Operations can make judgments on the investments of buying other municipalities' debt. She would recommend only those investments with AAA, AA and A ratings and that could be spelled out in the investment policy.

A tax intercept account could be set up but that would be problematic for a district that did not have a strong fund balance. The mechanism for default would be for one district to sue another district.

Photography Bid

It was the consensus of the Board of Education members to approve the one-year

Renewal

contract extension with VIP for the 2012-13 school year at its regular March 22 Board of Education meeting.

VIP has provided excellent service and timely solutions to challenges common to the school-photography process during the 2011-12 school year. OPRFHS will have the option of a one more year extension for the 2013-2014 school year before having to rebid in the spring of 2014.

Ombudsman Contract

The Board of Education reviewed the 2012-13 Ombudsman Alternative Education Services Agreement and will approve it at its regular March 22, 2012 Board of Education meeting.

The administration recommended that the District purchase 10 slots at a cost of \$57,650 by April 1, 2012 in order to secure a 2% savings over the 3% increase for the coming year. Each slot cost \$5,652 in the 2011-2012 school year. In the 2012-13 school year, each slot would have cost \$5,822.

Success is driven by student attendance at the center. Communication with Ombudsman has been good; its administration understands the school’s philosophy of wanting students return to the high school with enough credits to graduate. Its curriculum is aligned to state standards. Online learning is becoming more popular and it allows students to be more responsive. Generally, the high school keeps one or two slots open in case of an immediate need. Students are referred to Ombudsman by the PSS Teams.

FY 2012 Amended Budget

The Board of Education was presented with the FY 2012 amended budget. It will be presented to the Board of Education for approval to be put on display at the March 22, 2012 meeting. On March 23, 2012, it will be put on display. A public hearing will be held on the amended Budget at the regular April 26 Board of Education meeting and the Board of Education will be asked to adopt it then.

The following were highlighted:

Education Fund

- a. The net increase in total revenue was \$1,928, 565 as related to the confirmation of grant amounts and TIF distributions.
- b. The net increase in total expenditures was \$67,705 to reflect the above and the cost of health insurance was adjusted downward due to the positive January 1, 2012 renewal.
- c. A decrease in the General Instruction related to the reduction in health insurance costs offset by the grant expenditures for Title 1 and Title II grants.
- d. The summer school budget was increased to reflect Title I funds that will be used for the 8 to 9 summer school program.
- e. A reduction in the Adult Education category related to the reduction of expenditures related to Triton.
- f. An increase in Support Services relative to grant expenditure offset by the reduction in health insurance costs.

Operations & Maintenance Fund

The decrease in revenue is an adjustment to the Corporate Personal Property Replacement Tax. The state receipts of CPPRT will be less than expected.

Transportation

A minor adjustment was made to the cost of field trips.

IMRF

Minor adjustments were made based on actual staffing levels and reclassification between categories.

Capital Projects Fund

By moving the construction projects up to the January timeframe the hope is that it is improving the construction bid preparation, publication and bid aware timeframe in order to get to the market early and by doing so improve the quality of the contractor pool, receive materials without delays and secure the best prices in the market.

Insurance

Revenue and expenditures have been adjusted to reflect the January 1 2012 renewal of a 3% increase rather than a 10% increase.

RFP for Pool

Mr. Zummallen reported that two proposals had been received which would provide studies to the existing pools, relocation of 1 or both of the existing pools within the building, and the feasibility of an offsite pool in cooperation with other entities. The proposals did not include expenses such as travel or architectural fees. The architectural fees would be approximately \$15,000. The Board of Education was interested in knowing the timeline of these reports as some of the District’s activities cannot be accomplished with the present facilities and timelines were important to community groups as well. Mr. Zummallen will seek timelines from these firms related to different scope of the project and the Board of Education will be asked to approve one vendor at the March 22 Board of Education meeting.

Mr. Stelzer stated that the vendor who is awarded this job would meet with him, the PE staff, and others to determine the scope of the needs. He did not believe it was just about diving and interscholastic swimming. The reality is the pools are 85 years old and the average life span is 50 to 60 years. They are a wonderful amenity but they are starting to get to the end of their life cycle. Ms. Fisher assumed that a review of needs for general PE use, swim team, water polo, diving, synchronized swim, etc., would be undertaken and she was optimistic that the high school could work out some common usage with other districts. The District’s pools are also extremely necessary for the vast array of use that they have and if the District were to combine with another district, OPRFHS will not have free access to it. She felt the study was meant to take that overview.

RFP for Strategic Plan

The Board of Education received seven proposals in response to its RFP for a strategic plan. Dr. Isoye reviewed the proposals and built a matrix, which was included in his report. It was the consensus of the Board of Education to interview those firms who met the criteria to a future Board of Education meeting. Those firms were:

Cabrian Group	\$65,000
ECRA	\$50,000 to \$92,000
SPC Education Solutions	\$90,000

Dr. Isoye asked Board of Education members to forward to him questions that they would like answered during the interview process.

**Substitute Rates
FY 2013
Support
Personnel**

The administration recommended that the daily rate for support personnel substitutes are set at \$12.00 per hour. This will be approved at the March 22, 2012 Board Meeting.

**Yearbook
Printing Bid**

The Board of Education reviewed the yearbook printing bid recommendation for the term July 1, 2012 through June 30, 2015. The selection criteria was based on vendor capabilities, sample works/reference listing and price. It was the consensus of the Board of Education members to award to the lowest qualified bidder, Jostens, this contract, at its March 22, Board of Education meeting.

Board Budget

The Board of Education reviewed its own budget. Placeholders were held for the cost of the strategic plan and the audit. It was noted that legal fees with regard to lawsuits, are paid out of the Tort Fund. Questions, consultations, HR issues are paid for out of the Board of Education budget. Ms. McCormack asked what legal fees had been paid for out of the Board's budget.

Budget FY 2013

Dr. Isoye had described the history and the background of the development and use of the FAC model in his Superintendent Report. DLT and BLT members attended the meeting to assist with answers after the overview of the FY 2013 budget.

Ms. Witham stated that over 72.4% of District expenditures are Educational Fund expenditures. The Educational Fund consists for the day-to-day instruction plus food service and the bookstore. This year the District Leadership Team segregated the budget into "Building Blocks" in order to align strategically District resources with Board Goals. The major building blocks are staffing, staff development, technology, Gen Admin, Furniture and Equipment, Divisional budgets, Special Education and Assistant Principals. The areas were further segregated by District and Building in order to provide greater flexibility and control for the building team. The overall spending is projected to be \$240,000 less than the ALT recommendation.

Using the ALT model of student enrollment projections that are flat for next year, the District is using a flat number for anticipated faculty. This requires looking at resources and shifting sections where appropriate. The budget is being recommended prior to scheduling and all efforts will be made to stay within this parameter. Should adjustments need to be made, the administration will seek Board of Education approval. The District uses the MA/5 salary line and benefits as a placeholder for hiring. While there is flexibility in the range to hire, the administration works with the divisions to maintain an average of MA 5 to help in cost containment. As a practice, the District analyzes other positional needs when retirements occur to see the need or potential shifting of duties elsewhere. Target sub pay was considered and the recommendations were listed. The negotiated contract between the Board of Education and the Faculty Senate definitely provided cost savings for the district, the details of which were included in the document, including the hard and soft freeze, 403B, supervision, and schedule. The salaries and benefits listed are for all employees at OPRFHS. The difference in the number includes obligations to other union contracts, a health insurance increase of 3%, the 403B match, and new programming staffing needs.

While this is an overview, the details of staff development will be presented in a fuller presentation at the March 22 meeting. Staff development is moving towards focused

learning strands for our teacher collaboration teams. This work is best suited with longer blocks of time for study rather than short spurts of time. As a part of this plan, there will be a recommendation to look to consider restructuring from a 1-hour collaboration every morning to a 90-minute time block of time, twice a month. The District is also looking to decrease conference and conference travel by ten percent to assist with the more robust internal staff development. A slight increase in the budget is anticipated for this work. This work and the support to Board of Education goals are listed.

Continuing with the multiyear plan that the Board of Education previously reviewed, the District anticipates an overall increase in spending of \$490,000, according to the plan reviewed previously.

The projects focused on will include:

- Web design phase II of III—phase one included vendor selection and site launch and will be completed at the end of this year. Phase II is making the system more robust.
- Data Reporting—continued work with Skyward to improve reporting and data gathering.
- Wireless infrastructure—Complete wireless access within the building.
- Standard classroom—Installation of short throw projectors in the classrooms
- Teacher tablets—another 25% of faculty
- VoIP which will replace antiquated phone system
- Students—purchase computer carts to augment existing labs. This provide more availability for students and support the math and reading initiatives.

The General Administration section contains the administrative costs that include but are not limited to the Superintendent's office, Human Resources, Finance, Curriculum and Instruction, Data, staff development, partnerships such as the Township Youth Services and the Minority Student Achievement Network MSAN, audits, Principal's office, Assistant Principals' office, treasurer, food service, the bookstore and the Board's budget.

The District is seeking for reductions or keeping pending flat while incorporating monies for strategic planning, the administrative procedures manual, and the work of the common core integration into curriculum. The District is also looking for ways to allocate grant monies.

Food Service and the Bookstore budgets will remain flat, cost neutral. The bookstore will have no increase in fees.

The District is looking at cost savings with regard to furniture and equipment by consolidating, purchasing, buying in bulk, and the bid process.

With regard to the Modified Closed Campus (MCC), the District anticipates spending \$30,000 for furniture and from \$50,000 to \$80,000 for mall furniture. Space will continue to be examined, both inside and outside the school.

The Special Education Division is committed to offering appropriate services to all students per their IEP. While costs are continually monitored, in this department they can be unpredictable.

There are plans to move the CITE 2 program to an office location at the Rush Oak Park Hospital. This will provide excellent access to the program and access for students to transportation for jobs.

The Special Education is developing new processes for students returning from outside interventions to find appropriate placements in regular education or special education. It will open an all-female EAC program and return more students to the campus. It is restructuring programs including vocational, transitional, and REI or the Regular Education Incentive or co-teaching model. This is in alignment with the Board of Education goals.

On Page 15, new programming is articulated. Ms. Witham stated that the reduction in conference and conference travel along with a reduction in field trips, which is actually a part of transportation budget, is a cost savings idea.

The Tutoring Center provides opportunities for students to receive support from teachers in their core content areas throughout the day. As a Tier 1 support, the center is open and available to all students before, during, and after school. The District would like to expand the center in order to make it a Tutoring and Homework Center to meet the needs of more students before, during, and after school.

The District would like to expand tutoring staffing after school to address the needs of the students. In addition to before school tutoring, plans are to extend the hours of the center after school so tutors are available through 5:00/5:30 p.m. This will provide all of students with additional academic support and will provide a space for students to complete their work prior to attending late practices and/or performances.

The Tutoring/Homework Center will include the following:

- One-to-one student/teacher/peer tutoring
- Independent work area
- Student project collaboration
- Computer/printing use (15-20 computers)
- Easy access to the library to obtain additional academic resources

Expanding the supports for students is the priority of the Building Leadership Team. In order to do this, they need appropriate staff in the tutoring center during the hours of operation. The District would like to offer them the current curriculum rate of \$27.50 per/hr. for their work outside of the school day. Staffing the center with OPRFHS faculty is very important and the District believes it is the best way to ensure that the students receive the type of support they need as they work towards meeting the expectations of their courses.

Restructuring of the Alternative Learning Program

In preparation for next year, the Alternative Learning Program has been completely restructured to address the needs of students in an intentional and specific manner. Much time has been spent identifying the needs in the building and the gaps in the programming and supports. As a result, the new and improved Alternative Learning Program will include various components that speak to specific student needs and learning profiles.

In order for all components of this program to be successful, it requires a lot active and hands on participation and support provided by administrators, teachers, and support staff involved in the program. There are three different components to the program.

In-School Credit Recovery (ISCR)

Currently students there are students who have experienced multiple failures and who have exhausted their academic options. Many of them are expected to take correspondence courses with partnering schools, take summer school courses, enroll in Ombudsman, or return for an additional semester or year of courses. The ISCR will allow the District to provide an in-house option for students to take courses online that are aligned with the District's courses as well as receive the support and guidance of a school-based coordinator to ensure course completion. Students enrolled in credit recovery courses would meet a blend of the following criteria.

- multiple failures
- limited options towards credit recovery
- less than a full schedule needed to graduate
- a full schedule for OPRFHS and can take In School Credit Recovery (ISCR) during day or after school
- a proficient level of literacy skills (CP and Honors)
- the ability to work independently and to self- monitor academic progress
- desire or need to remain at OPRFHS
- a recommendation from PSS Team

Social, Emotional, Academic Learning Course (SEAL)

- Currently the District does not offer a non-Special Education support for students with the following profile. The only spaces to support these students are in Special Education. The District knows that it is mandated to provide tiered interventions and supports for students and providing a non-Special Education option is no longer an option for us.

- executive functioning skills
- social emotional support to manage daily obstacles that interfere with learning
- mentoring, guidance and increased adult advocacy to better ensure success
- a recommendation from PSS Team

A Non-Certified Alternative Learning Program Coordinator - will oversee ISCR and SEAL. This will be a 1.0 Non-Cert FTE. Additional faculty resources are targeted for a proposed increase of 0.2 FTE

The literacy coaches would work with the divisions to infuse literacy in English, History, Science, and Special Education. The literacy coaches would also facilitate the Literacy Learning Strand of the Staff Development plan and the request is for two literacy coaches with 0.4 releases (.08 releases). Each one would work with the four divisions. This is part of the expanding work in the reading program.

The District does not plan to change the model of the MCC in regards to closed campus for freshman and sophomores, with open campus with parameters for juniors

and seniors. AN additional aide is sought to open a computer lab for student access during the lunch periods.

The Motivational Mentorship program's focus is to draw on the experience of OPRFHS alumni to help current students successfully navigate their way through high school. The program aims to address organizational and life skills, conflict resolution, and effective effort. Students who have exhibited a history of academic and/or discipline under-performance are targeted. Students in the SEAL course, 8-9 Connection program, the EAC program and select other fitting the profile would be targeted. The goals are to improve students' attitudes towards school, self-esteem, grades, ability to work collaboratively, attendance and discipline to better prepare them for college and the work place. This initiative is anticipated to have a decrease in FTE.

- The students will meet once per week with the mentors during their lunch period and will have access to the mentors during drop-in hours an additional day during the week as well.
- The Township has collaborated with us on this endeavor and has provided professional development and additional support for our mentors.

Extended Algebra ninth grade accelerated program and the extended algebra program, which were presented to the Board in course proposal and in the math presentation. The efforts of both programs are to assist struggling students in math. The extended algebra increases potential FTE by 0.6.

The will continue to guide students in social emotional post-secondary academic and discipline domains helping to prepare all students to become productive citizens. This is in alignment with the Board of Education goals and no increase in spending is anticipated next year.

The District is committed to offering a wide range of sports programs at all levels for all students. This is in alignment with Board of Education goals. Again, no increase in spending is anticipated next year.

The District is committed to offering a wide range of clubs and activities as well as programming and event offerings for all students.

Lunchtime physical activity will be developed in conjunction with PE as part of the MCC initiative and conversations with students of that task force.

The Board requested development of Freshman Advisory program—a pilot of once per week activity starting the fourth quarter of this year. A committee of various stakeholders brainstormed about the potential of a program meeting 1 – 3 times per week. The recommendation is to continue the pilot one day per week throughout the year. The cost will be approximately \$47,000. This is in alignment with the Board of Education goals.

Discussion ensued. Ms. Fisher thanked all who worked on this revolutionary approach of building blocks as it had taken the budgeting process to a new level. Dr. Lee was impressed with the new clarity in how the educational programs fit into the budget planning process. He was concerned with what would happen over the next two years and beyond in the 3- to 5-year period. He assumed that the projections

changed for that time and wanted to know how. Dr. Isoye stated that ALT's portion was to focus on next year only. In January, the ALT had made recommendations to him, which he presented to the Board of Education. The things that changed in the projection model were health insurance, the 2010 levy, cost containment savings ideas for each year, and student demographics. These parameters were used as a guide to build the budget. Ms. Witham added that this was the beginning of the budgeting process. It was not time to bring the projections to the Board of Education. This is a "deeper dive" into the first year of the 5-year model. CPI is 3%, but the District is recommending less than that. Dr. Isoye referenced the ALT model. ALT's goal was to take the lines of expenditures and revenues to see how they could be flattened, which it did. By bringing the lines closer, the District will dip into smaller reserves. Ms. Witham noted that the QRC groups came up with many cost savings suggestions, which were sent to DLT for its review. It may take more than one or 2 years before the ideas can be implemented. Mr. Carioscio stated that the impact of all of those ideas is \$200,000, a combination of savings and revenue generating ideas.

In response to how many students would be served by SEAL, Mr. Wiencek stated that there was a great need for executive functioning and coping skills. He estimated that as many of 50 students would be served in four sections with 12 to 15 students in each section.

A comment was made that parents and students might be confused by not having school two Wednesday afternoons when professional development time is scheduled. The purpose for doing so is not to increase the amount of time out of class but to look to better use a block of time. It will be included in the calendar sent to families and put in the announcements.

The Board of Education was informed that the District began interviewing interns that day for two positions.

Mr. Phelan complimented the administration and staff for this orderly review of the big picture of the school and the budget. This will be helpful in an annual review. He appreciated the efforts, the collaboration, and the commitment to keep the District healthy. Ms. McCormack too stated that the report was impressive, comprehensive, and she was grateful. Mr. Finnegan stated that model of corporation may be revolutionary at a school district. He was very impressed with the level of work and detail and the level of cooperation in putting this together.

Sabbatical Leave Guidelines

It was the consensus of the majority of the Board of Education members to designate zero to two slots for sabbaticals for the 2012-13 school year.

The school has had the practice of allowing sabbaticals after seven years of employment. The reasons for allowing teachers sabbaticals range from restoring and rejuvenating them individually to benefitting students in the classroom. Employees on sabbatical get half the salary, insurance, contributions to the 403b, and TRS contributions. A replacement for the person on the sabbatical would get a salary equivalent to the school base salary, insurance, 403b, etc. It costs approximately \$50,000 more to allow someone to have a sabbatical.

Discussion ensued about the cost benefit analysis. Teachers have used sabbaticals to gain credentials in reading, created things for fine arts, and others have brought local

and national attention to OPRFHS. There is a restorative and rejuvenation aspect to having a sabbatical and while it is not a unique benefit, it is rare. The benefits to the District are individual to the person taking the sabbatical. The Board of Education was reminded that the faculty approved a 2-year contract with no cost increase out of concern for the District.

The Board of Education is being asked to make this decision because it is taking someone out of the classroom, paying an additional salary, and the committee is judging its peers. It would be unfair for the committee make the financial decision. The Committee will make a recommendation to Superintendent and he will make a recommendation to the Board of Education. Ms. Fisher offered that it was important to articulate to the committee to review the applications as to which ones would spread the most benefit to the students as specifically as possible, rather than recognizing the desire for rejuvenation.

**IGOV
Direction**

Ms. Fisher stated that there have been two IGOV meetings at which each taxing body sent two members. It is a value to have the opportunity to know other elected officials and establish relationships. A list of ideas that were talked about at the last meeting was presented. Because the next meeting will be April 14, Ms. Fisher saw no action being taken before that time.

Student Discipline

The Board of Education announced that the Board of Education was having a PEG meeting on Monday, March 12, 2012, at 7:00 p.m. for the purpose of discussing student discipline and suspensions. Board of Education members listed their concerns for further discussion.

Ms. McCormack:

- Wanted a broad-based discipline discussion about the appropriateness of students being taken out of class to serve disciplinary consequences. She thanked Ms. Patchak-Layman for making her aware of this.
- Can technology be used to allow students to audit/watch a class?
- What is the school doing when it imposes a discipline consequence as it relates to the students' future? Does it affect their being selected at a college, etc.?
- Are the ranges of disciplinary consequences being used? Is the lower range being consistently considered?

Dr. Lee:

- He provided the history and his interpretation of why the Code of Conduct was originally created. He said students get into trouble mainly because of pride, which is human nature.
- He wants to find ways to keep students from getting into trouble, as it has been proven that when students are not in trouble they do better academically.

Mr. Finnegan:

- His concern was about the time a student is out of the classroom. He also thanked Ms. Patchak-Layman for heightening his awareness of this issue.
- He was concerned about reporting relationships with the Villages.
- He wanted consistency in meting out punishment
- This is a societal issue and the school/community needs to continue to the discussion in order to move forward.

Ms. Fisher:

- Referenced a NY Times article that came out earlier that week in which national data was shared showing that African-American males were being consequence in schools at a much higher rate than the rest of the students. The school needs to look at that information.
- Interested in looking at suspensions that would cause a student to miss class and whether the administration could administer alternatives so that students could remain in their classes during the school day and serve other consequences such as after school or Saturday detentions, etc.

Mr. Phelan:

- being a lawyer, listed the reasons for assigning punishment:
 - Deter the activity in the future, individual or general deterrence—the second has not proven effective.
 - Incapacitation—removing the person only works for the time that they are gone. That does not apply in the school context.
 - Retribution, eye for an eye. However, in the context of a community where it is deciding how to discipline its own students, he understood being victimized and protecting the victim.
 - Rehabilitation—how does one get the offender to change and not engage in that behavior again?
- What are the choices if the school does not discipline students for a variety of things? What alternatives will be offered that will keep order and incentivize students to follow the rules.
- He would avoid permanent consequences. Some deterrents have not work, i.e. Plastco Track, drug and alcohol, etc., and it has divided the parents from the educators instead of helping them working together.

Consent Items

Ms. McCormack moved to approve the consent items as follows:

- Approval of the Check Disbursements and Financial Resolutions dated March 8, 2012;

seconded by Mr. Phelan. A roll call vote resulted in all ayes. Motion carried.

Personnel Recommendations

Mr. Finnegan moved to approve the personnel recommendations, as presented;

1. New Hires
2. Status of Personnel Currently on Leave
3. Termination

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

Landscape Bid

Mr. Finnegan moved to award the Landscape Maintenance bid to McAdam Landscaping, as presented; seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.

IHSA Membership Renewal

Ms. Fisher moved to certify that OPRFHS is recognized by the Illinois State Board of Education. It is understood that failure to be recognized by the Illinois State Board of Education will disqualify our school for membership in

the IHSA and that if this were to occur; it is our responsibility to notify immediately the Association of this change in status.

And further certify that the Board of Education, at its meeting held on March 8, 2012, voted to renew membership in the Illinois High School Association, and to adopt and abide by the Constitution, By-laws, Terms and Conditions, and Administrative Procedures, Guidelines and Policies of the Illinois High School Association for the year of July 1, 2012, through June 30, 2013; seconded by Ms. McCormack. A voice vote was held. Motion carried.

Closed Session

At 11:23 p.m., on Thursday, March 8, 2012, the Board of Education reconvened its earlier closed session. A roll call vote resulted in all ayes. Motion carried.

The Board of Education reconvened its open session at 12:19 a.m. on Friday, March 9, 2012.

Adjournment

At 12:20 a.m. on Friday, March 9, 2012, Dr. Lee moved to adjourn the Board of Education meeting; seconded by Ms. McCormack. A voice vote resulted in motion carried.

Terry Finnegan
President Protempore

Amy McCormack
Secretary