

April 12, 2012

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, April 12, 2012, in the Board Room of the OPRFHS.

Call to Order

President Millard called the meeting to order at 6:38 p.m. A roll call indicated the following Board of Education members were present: Valerie J. Fisher, Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John Phelan. Also present were Dr. Steven T. Isoye, Superintendent; Nathaniel L. Rouse, Principal; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Lauren M. Smith, Assistant Superintendent for Human Resources; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

At 6:43 p.m., on Thursday, April 12, 2012, Dr. Millard 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; Student disciplinary cases 5 ILCS 120/2(c)(10); 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 probable 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); seconded by Mr. Finnegan. A roll call vote resulted in all ayes. Motion carried.

The Board of Education reconvened its open session at 7:35 p.m.

Michael Carioscio, Chief Information Officer; Dr. Tina Halliman, Director of Special Education, Amy Hill, Director of Assessment and Research, and Sheila Hardin, Faculty Senate Executive Committee Speaker, joined the meeting.

Visitors

The Board of Education welcomed the following visitors: Jeremiah Wiencek, Assistant Principal for Student Services; Chala Holland, Assistant Principal for Instruction; John Stelzer, ORPFHS Athletic Director; Micheline Piekarski, OPRFHS Food Service Director; Lisa Vincent, OPRFHS Assistive Technology Facilitator; Carolyn Newberry-Schwartz and Diana Rosenbrock, M.Ed., and Ann Courter of the Collaboration of Early Childhood Care and Education; Peter Slattery and Lindsay Allen of the OPRFHS *Trapeze*; Students Mason Astill, Jacob Meeks, Claire Goode, Kate Gunnel; community members John Bokum, Jeff Weissglass, Becky Peterson, Pada Veukatisan, and Phyllis Walden; Mary Haley of the League of Women Voters, Terry Dean of the *Wednesday Journal*; Dr. Bill Cook, Janet Swiecichowski, and Dr. Paul Swanstrom of the Cambrian Group; Dr. Louis A. Gatta, Dr. Bill Melsheimer, Gina Siemieniec of the ECRA Group; Sunny Chico, Dr. Bruce Marchiafava, and Jose Garcia of SPC Consulting.

Public Comments

Jacob Meeks, resident of 813 N. Forest, Oak Park and sophomore at OPRFHS, addressed the Board of Education on two points: 1) emotions and 2) the use of broad-based data. He had never had a history teacher such as Dr. Laura Swartzbaugh, who

was as vibrant or fantastic as she was and yet she was RIF'd. He is enrolled in her Women of History class after being transferred out of her American History Class because Women in History needed to be taught more classes in the day. Currently, 14 students, many young women, are in the class, and they consider her a clear role model for females. One of the reasons given as to why teachers are RIF'd is low class enrollment. If so, he felt that Dr. Swartzbaugh's acknowledgement of her not knowing everything was more important than the number of students one can fit on the floor of a classroom.

Naomi Hildner, resident of 907 N. Lombard, Oak Park, and an OPRFHS teacher stated that Titus Livius Patavinus, known as Livy, was a Roman historian and had said that history is the best medicine for the sick mind. History provides a record of the infinite variety of examples including warnings. OPRFHS has a long rich history that celebrates individual growth and concern. She felt compelled to tell the Board of Education to be open and admit that a huge mistake had been made. OPRFHS's budget is administrative centered versus student center. She did not feel the District needed one administrator for the building and another for the District, as that money was being taken away from the students and it was hurtful to the building. As a taxpayer, she objected. She stated that the classes at the upper end were overcrowded and students at the lower end were not being supported. She asked that the Board of Education be courageous and reverse this situation.

Becky Peterson, resident of 935 William, River Forest, spoke at the Special Board meeting on April 11 and she read her statement again. She continued, "If you (authority) do not develop a backbone and think thoughtfully about what you are doing, the body will crumble." She thanked the Board of Education for continuing this discussion.

While questions had been posed to the Principal regarding the support of the Theatre Program, she still had unanswered questions as the response focused largely on faculty retention issues. There are 15 productions each year, 2 musicals, 4 Little Theatre shows, 4 Studio 200 shows run by students, 1 one-act festival, 2 Orchestras Programs and the recently added 2 programs with the show choir. Last year over 5,000 attended those shows. Because the department head had been removed, she asked the Board of Education what the plan was for sustaining and improving this critical school program, as a team approach rarely is effective in these situations.

Jonathan Gilmore, resident of 633 N. Grove, Oak Park, and student, noted that OPRFHS's model was "Those Things That Are Best." He wanted to call attention to a trend that he was seeing at OPRFHS, which is that of basing its decisions on what other schools are doing, e.g., closing the campus, ridding of teachers, etc. As that school that "is best", why is OPRFHS not setting the example of what is best and keeping its teachers, as they are all crucial to the education at OPRFHS. OPRFHS can trust students to go off campus. He re-emphasized the point made by Ms. O'Keefe, a Latin American History teacher, that Latin students only felt safe within the school in this class. That program is being cut next year because there are only 14 students in that class: that is unacceptable. Every teacher brings something special to the school and OPRFHS must keep to its model of "Those Things That Are Best."

Dr. Millard reported on the changes to the order of the agenda, including Agenda Item VII A would be incorporated into Agenda Item VI A. Action VIII B., Personnel

Recommendations, was being pulled from the agenda due to the need for the Board of Education to continue its discussion based on information received in the last couple of days.

Student Council

None

Faculty Senate

Ms. Hardin thanked Kay Foran on behalf of Faculty Senate for her service to the school community. Ms. Foran worked hard to show people what was happening at OPRFHS. From the newsletter to the school's Facebook Page, she documented interesting lessons and classroom projects with Homecoming and Graduation. Every faculty member felt he/she had a connection to Ms. Foran and he/she appreciated her support. They will miss her kindness and her calm demeanor and they wished her the best of luck in the future.

Dr. Millard reported that Ms. Foran had been asked to attend this meeting so that she could receive public acknowledgement but unfortunately, she was unable to do so. Ms. Foran grew up in River Forest, was a graduate of OPRFHS, and she had extraordinary insight and perspective of the school. She echoed everything said by Ms. Hardin.

Superintendent

Dr. Isoye reported that he and Mr. Prale attended the Association for Curriculum and Supervision Conference during the spring break. They learned about what educational leaders in the field and what other districts were doing in regards to topics such as common core standards and differentiated instruction, student growth measures for teacher evaluation, and the work being done to close the achievement gap. This information may help the District focus on ideas for summer workshops, administrator academies, and networking with potential speakers or presenters.

This is a difficult time of the year for school districts as it goes through the budgeting process, RIFing, sectioning and preparing students to complete this year. On Wednesday, April 11, a Special Board meeting was held so that all community members could express their concerns to the Board of Education. Though the messages were at times directed to individual teachers, an overwhelming number of comments were heard about the faculty, in general, and the excellent experience students have received at OPRFHS. Agreements and disagreements will continue while the processes continue. There will be joy and disappointment, a sense of understanding and possibly confusion. Based on the messages heard last night no matter where this ends, he asked students to remember to thank their teachers every day and not wait for the RIFing season. Teachers give their all every day, while not looking for praise or thanks from their students. He hoped parents and students would tell their teachers, even those not being RIF'd, how much their work was appreciated. Nationally, teachers are celebrated during Teacher Appreciation Week, which is May 7-11 this year, with May 8 specifically saved for Teacher Appreciation Day. Please spread the message to the teachers.

Though Ms. Foran, the Communications and Community Relations Coordinator, could not attend that evening, he, too, thanked her for the many years of superior service to District 200 she had provided. Her role as a director of communications has built tremendous bonds between the District, community, parents, students, and the media. She has always provided a sensibility during times of celebration and times

when things were less clear. He wished her well as she moves to a new chapter in her life.

Dr. Millard, on behalf of the Board of Education, also thanked the stakeholders for sharing their perspectives, opinions, and accolades for their teachers and other staff members within the school at the Special Board Meeting held on April 11, 2012.

Instructional Technology

Mr. Prale and Mr. Carioscio made a presentation on instructional technology. They provided the District's vision, current classroom activities, and innovations for the future. Technology is a means to help students achieve their full human potential. There are implementation and deployment strategies that are building based, classroom-based, and student-based. All levels need to work at the same time to maximize effectiveness.

Mr. Prale spoke about Dr. Isoye, Mr. Carioscio, and he attending an ED-Week one-day conference in the fall where the concept of the 20th versus 21st century educators was presented. The participants were presented with the sense that the teachers of the last century were the experts in their content areas, they were driven by tests and assessments, there were rows of class desks, and it was the "sage on the stage" type of experience, etc. In the 21st century, teachers are posed with a different paradigm, e.g., teachers are the facilitators with 21st century skills that encourage students to think broadly/globally, have unorganized classrooms, think less about attention and more engagement, groups network across networks, and learning occurs anytime/anywhere not just 9 to 5. A term now used that addresses the fact that learning does not happen just in the classroom but also when students are outside of the classroom, school, etc. is "flipped classrooms." Teachers need to think in these new ways and educational technology is providing students, teachers, and the community an opportunity to grasp these ideas.

In the fall, Mr. Carioscio gave a status report on technology within the building. There are six areas that the infrastructure has been expanded.

- Wireless
- Tablets (next year 50% of teachers will have this technology)
- Short-throw projectors
- Interactive boards (promethean)
- Organizing learning targets (various teachers were shown using this technology)
- Assistive Technologies (examples of students using this technology were shown)
- Video lessons and the new web page.

Suzie Ferrier's math class was featured in a short video using her tablet to capture notes that are shown on the screen, saved, sent to the students, or accessed via the teacher's outbox. It also allows a student to take the lead and be the teacher. Research shows that people learn 90% of what they teach, not what they hear. Tablets allow classroom flexibility and a critical tool.

OPRFHS teachers, Neal Weisman and Kara Bohne, on their own time, are recording lessons that can be accessed anywhere and at any time. This is a testament to the innovation, initiative, and to the commitment of these teachers.

Examples of interactive white board use included:

- Karin Bardeen organizing lessons, including learning targets, homework, correlation to the common core for the students, etc.
- Students placing data on the white board that would then be captured.
- Aaron Poldner using a film clip and posing the question why is what is being seen in the Hollywood movie against the laws of physics.
- Jamie Chiesteric reviewing questions on a test that received the most wrong answers and explaining the right answer;
- Kara Bohne linking to streaming video coming off the web.
- Ryan Van Horst leading a 3-D modeling exercises.

White boards allow student interaction, review of test items, organizing the lesson, etc., all from the same device at the front of the room. Students have a chance to access this as part of the regular classroom experience.

Lisa Vincent's primary role as assistive technology facilitator is to teach special education students and their teachers about technology to improve students' independent and academic performance for students with severe and profound disabilities. Nonverbal students may use an IPAD application, as an augmented communication device, to communicate their wants and needs, socially interact and participate in their lessons, as well as read books on the IPADS. They build their vocabulary and social skills with applications specifically designed for students with autism. While one student with cerebral palsy has little control of his arms and hands, he does use a MAC laptop along with specialized headware and software to control his computer with his head movements. A reflective dot on his forehead sends a signal to his head movement, which allows him to type and entirely control his computer. He also uses the computer to speak using preprogrammed phrases or to type his thoughts, and he is able to speak in a foreign language.

Digital text and text to speech software. Digital text is a computerized format of reading. Used in conjunction with Kurzweil, students can listen and read along as the computer highlights each word.

The District is running pilots to see how effective the use of netbooks is for academic success. Added to the library was eReaders. The District is pursuing electronic textbooks but the publishers are not caught up to the schools' needs. However, it is a standard when looking at textbooks. It is an essential part of the curriculum packages when looking at purchases. Division Heads responded to the question of what they needed by saying that they wanted more expertise/practice in EXCEL and Skyward, creating and maintaining web pages, Mastery Manager, Advanced Promethean (interactive board) training, SharePoint (the venue to eliminate paper), Turnitin.com (a check for authenticity on student papers).

A question was raised about whether technology/resources were available at colleges. Dr. Halliman stated that it varies, but most colleges or universities have a department for disabilities. OPRFHS advocates for transitional services early and an IEP is available via a 504 program.

While Kurzweil is available on all computers, there are eligibility criteria things. At this point, digital text is not allowed for the general population, but once the

District starts to purchase digital materials on the front end, then available to all because the copyright issues will be eliminated. While voice recognition software is available in the library on one computer, it is rarely used. Also available are free or low-cost IPAD applications that are available to all.

Dr. Halliman stated that the high school is obligated to work with the feeder districts on resources for the students. She articulates with the feeder districts frequently on this.

Amended Calendar

Mr. Rouse reported that the administration had presented a recommendation for the professional development model for the 2012 school year, i.e., an early dismissal versus late start at the March 22, 2012 Board of Education meeting. A more thorough discussion would occur at the April 26, 2012 Board of Education meeting.

Mr. Rouse reported that students would have a menu from which to choose for after school activities on those Wednesdays. They will include: 1) tutoring, 2) computer lab access, 3) possible programs offered by the Oak Park Township Youth Services, 4) intramurals, and 5) opportunities for meeting with Student Council/student body and the administration.

Ms. Patchak-Layman asked for the following information:

- Is there a way to get the staffing available for those Wednesdays?
- How many teacher aides, security, non-faculty/co-curricular coaches will be needed to cover that time?
- Will additional people need to be hired?

The Board of Education was informed that District 97 has scheduled its Institute day on Election Day and, therefore, the first opportunity to have a bi- or tri-district institute day would be in 2014.

Mr. Phelan asked the following questions:

- 1) How many professional development hours are offered now?
- 2) How many of those hours are between 8:00 a.m. and 3:00 p.m. on student attendance days?
- 3) Under new proposed program, how many hours of classroom time would student lose because of the new program?

He supported professional development, except when it takes hours away from students.

Collaboration Of Early Childhood Care & Education

It was the consensus of the Board of Education to renew the Agreement for Services with the Collaboration of Early Childhood Care & Education at its regular April 26, 2012 Board of Education meeting. The agreement is for a two-year period beginning July 1, 2012 through June 30, 2014, and is for a commitment of \$30,600 per year, which represents a two-percent increase over the prior two-year contract.

Carolyn Newberry Schwartz and Diana Rosenbrock, the Collaboration's Professional Development Coordinator, reviewed the accomplishments and progress towards the Collaboration's goals for the FY 2010-2012 that were included in the packet. Ms. Rosenbrock highlighted the following:

- Because of the trainings, 39% of staff exceeded the 15 credit-hour minimum requirement for licensing standards established by the Department of Children and Family Services during 2011, an increase of 7% from 2009.
- In ten targeted centers, 27 early learning providers enrolled in college level courses earning 192 credit hours. This represents an increase of 22% in the number of staff raising their educational qualifications in early childhood. Thirty staff members are enrolled in 314 credit hours for the current academic year. The Collaboration has helped with individual professional development situations.
- The Collaboration is working with the centers to put together professional development plans for the centers, which involves looking at the curriculum and raising the environment for the physical space.
- The Collaboration continues to work to ensure that all at-risk children in Oak Park attend high-quality preschool (part day or enriched full day) and to ensure that all publicly funded preschool programs in Oak Park provide the educational experience needed for children to arrive at kindergarten ready to succeed. Oak Park Elementary School District 97 Board of Education underwrites the coordination of recruitment of at-risk children to publicly funded preschool programs (ABC Toon Town, Oak Park River Forest Day Nursery, District 97, and CEDA Head Start), as well as quality assurance and professional development within the programs.
- The Collaboration has also identified outreach strategies and engaged an outreach worker to increase awareness of the preschool programs including recruitment at WIC offices, encouraging building owners and managers to provide information to families with young children in their buildings, and conducting outreach at hair and nail salons, grocery stores, churches and so on. Because of these efforts, 78 children who would have missed the opportunity to participate in a high quality preschool program have been identified and enrolled in the publicly funded preschool programs over the past three years.
- The Oak Park Township committed \$10,000 to funding per year for two years to assist in the development of an information system to support the work of the Publicly Funded Preschool Programs (PFP). While the PFP Information System currently stands on its own, it provides the foundation for a more comprehensive system that will include all Oak Park children aged birth to five, with the goal of linking to District 97 to create the foundation for a P-20 system. The development of this comprehensive system is integral to the Collaboration's Strategic Plan. The current database is comprised of three components:
 - Child Population component that includes data on the number and location of Oak Park's at-risk preschool children;
 - Recruitment and Referral component tracks data to provide information about which recruitment and retention strategies are most effective amongst hardest to reach families;
 - Voluntary Child Outcome component tracks the impact of participation in the programs. In addition, the Database, developed by the UIC and Loyola volunteers, is working and it is being used to inform instruction.

Ms. Newberry Schwartz reported that she could share impressive information as to what the return on investment was for early childhood care.

Ms. McCormack, a huge proponent of the work the Collaboration does, asked how deeply hurt it was by the state funding deficits. Ms. Newberry Schwartz stated that there continues to be rollbacks for quality enhancement money so the work of the Collaboration is doing to level resources into Oak Park has been stymied. When the strategic plan was adopted, it was poised to receive 0-3 money in the spring of 2009, but that was not received. The A-OK funding is so not available.

Proclamation

It was the consensus of the Board of Education to approve the Proclamation for the Week of the Young Child™ under the Action portion of the agenda.

The week of April 22-28 is the national Week of the Young Child™ and the Collaboration is doing several activities to get visibility in the community, i.e. provide additional activities for the families and request all of the local bodies to have some proclamation to heighten the awareness of this event. The Collaboration will publish OPRFHS's approval of the resolution on its Website.

Strategic Planning

The Board of Education had invited the Cambrian Group, the ECRA Group, and SPC Consulting to present on strategic planning.

Cambrian Group

The Cambrian Group representatives Dr. Bill Cook, Janet Swiecichowski, and Dr. Paul Swanstrom, spoke about the company's 35-year history, credentials, and the company's signature features. They have been successful with 1300 school districts throughout the United States and in the world.

The five main points were:

- 1) The firm is not a consultant and it will not bring a school recommendations, solutions, or prescriptions. It will bring the knowledge of planning. It believes that any strategic plan must come from the community itself.
- 2) The firm will begin the process of planning by honoring all of the previous processes.
- 3) The firm will recommend that the plan is community based. The planning and action teams should have community participation, as credibility is an issue.
- 4) The firm asks that everyone involved in the planning process pledge to put aside their individual interests and to make decisions based on the highest common denominator, e.g. what is the best interest of the students. No vote will occur. There will be no winners or losers. They will go beyond consensus. This report will be brought to the Board through the Superintendent. The plans to be enacted will be voted upon by the Board of Education.
- 5) Cambrian plans to present a 3- to 5-year implementation plan along with a resource allocation plan. It believes in holistic systems and, thus, everyone in the school district will be able to state how his or her job relates to the strategic intent of the system.

Cambrian guaranteed that if the District did not bring the plan to conclusion, it would not owe Cambrian anything.

A question and answer session ensued:

Q: What is the responsibility of the in-house staff?

A: An in-house person would be assigned as a coordinator who would work with the superintendent and the external facilitator and would 1) coordinate some of the day to day work, particularly for the action committee, 2) obtain data, 3) arrange meetings, and 4) handle the implementation day to day. Cambrian facilitators are available for any questions and there will be kickoff meetings at every step. They will advise, plan, and prepare the action planning teams in the second half of the process.

Q: Does Cambrian facilitate the work of the action teams?

A: Cambrian does the training of action team leaders and is available for difficult issues. The faculty, staff, students, etc. do the work of the action plans.

Q: Is there work to be done between facilitated sessions that the school would be doing in-house?

A: Cambrian teaches five graduate courses and trains coordinators. It recommends that an in-house person be trained as a facilitator at its four-day course in San Diego. The next one is scheduled for July. That person would be the liaison between the Superintendent and Cambrian. The Cambrian facilitator would facilitate the first session, at which time the action teams would be built.

Q: How long does the process take?

A: Usually 6 to 8 months in a district of this size, depending upon the calendar, holidays, and velocity at which the district wants to move, etc.

Q: What is a board's role and work in this process?

A: Dr. Swanstrom noted that he was the internal facilitator in Joliet and he oversaw the process and attested to the success of the Cambrian process. As the superintendent, he focused on those things that were most important to accomplish in the district. He invited a review of his district's website at www.jths.org. If only two board members are involved in the planning session, the meetings do not have to be in open session, which provides people the ability to talk openly about items. The report is presented to the Board of Education publicly. The administration then implements the plan. At all times the board is fully aware of the process.

Q: Can the work be done in open session?

A: While this is an open dialogue with faculty, students, and community, if it is in open session, people may be concerned about their comments showing up in the media the next day. It is important to have frank discussions.

Q: What would your roles be in this process?

A: Cambrian had changed its name from Cambridge to Cambrian because the name Cambridge had been proliferated around the country and it had gone through its own metamorphosis. The process was outline as follows:

1. Mr. Cook and Ms. Swiecichowski would conduct first planning session.
2. Ms. Swiecichowski would conduct the action teams, a process that would take 3 months.

3. Mr. Cook and Ms. Swiecichowski would conduct the second planning session
4. Dr. Swanstrom would be available to assist and coach.

ECRA Group

The representatives from the ECRA Group included Dr. Louis A. Gatta, Dr. Bill Melsheimer, and Gina Siemieniec. They noted their appreciation for the opportunity to present. ECRA is a comprehensive firm that does everything based on sound educational research. ECRA is not only a research company as it can also implement a strategic plan and establish a monitoring system from the board's perspective of governance. ECRA has been in business for 40 years. All of the principals teach at major universities and everyone is at the top of their game. Dr. Gatta reviewed ECRA's handout.

The major function of the Board of Education is to direct the mission, vision, and beliefs of the school. ECRA provides qualitative and quantitative research to put together the richest interpretation of that. OPRFHS is high-achieving district. Through all analytics and archival data, ECRA will analyze and present a findings report and suggest goals. While the stakeholders at OPRFHS would be very involved in the process, ECRA would do all of the work. If work needs to be done between sessions, ECRA will do it. The stakeholders will create the future and ECRA will develop, in conjunction with the District, a limited number of strategies to address. The administration will then execute the strategies. Most strategic plans fail because of execution. ECRA will provide the governance functions and the matrix that will allow OPRFHS to monitor its progress. ECRA will do all of the facilitation. ECRA will document the current reality. Its process does not stop with strategic planning, it continues with program evaluation, return on investment, teacher evaluation, things required by law, etc.

A question and answer session ensued.

Q: What is the responsibility of the in-house staff?

A: In-house staff is necessary for inputting, a point person is necessary.

Q: What is the Board of Education's role?

A: Its role is in the first four phases—mission, vision, values, and strategies. There will be a Board of Education roundtable and they will be interviewed individually.

Q: How many focus groups will be held and how will ECRA work with the community?

A: Each district has different needs, but ECRA anticipated:

- 1) six focus groups
- 2) the community work would occur on one evening
- 3) A Board of Education roundtable and interviews as stated above.
- 4) The community will have access to a survey.

Q: Who would be ECRA's key personnel?

A: Dr. Bill Melsheimer would be the project manager for OPRFHS but the entire resources of the company would be available to OPRFHS.

Q: In the strategic plans that ECRA has done in the past, had they fine-tuned current situations, or did they become much wider vehicles for gathering out-of-the box ideas?

- A: ECRA will suggest major initiatives and look at goals to see if they can be combined. A strategic plan is to catapult the school and address the big issues, e.g., student achievement gap, etc.
- Q: Do suggestions for smaller or alternative schools, locations/facilities, occur?
- A: The focus group does a visioning activity as to what the District would/could look like in 5 to 10 years. It allows the stakeholders to be involved and to inform ECRA of what they want for the future.

SPC Consulting

The representatives from SPC Consulting were Sunny Chico, founder and president, Dr. Bruce Marchiafava, and Craig Solomon, Jose Garcia. Ms. Chico spoke about her credentials, the reason she started SPC Consulting, and her passion for education. SPC Consulting's mission is to be an innovated leader in shaping education. Most of the team members are educators, parents and, in fact, two had graduated from OPRFHS. She spoke to SPC's exclusivity; it does not answer every RFP for strategic planning. She felt OPRFHS was a good fit for it. She stated that while her firm would facilitate and help OPRFHS develop a plan to move to the next level, it would be its plan, not SPC Consulting. The superintendent will lead it and the Board of Education will be integral with one or two individuals working with it. SPC presented a prescribed agenda and a timeline in which to deliver the plan.

Dr. Bruce Marchiafava, resident of Oak Park for 29 years, understood what made OPRFHS special and what made it work. The values seen in the community are seen in the high school. The approach puts a great emphasis on the fact that the plan will be developed by all stakeholders, both in Oak Park and in River Forest, including the principal, the teachers, the administrators, the Board of Education, the community, the students, the parents, etc.

SPC reviewed the three parts of its plan.

- 1) Planning to plan: Leadership meeting (rationale (why), scope (how long? How wide?, participation, adoption Planning Group – members, roles, subcommittees, explain process, schedule)
- 2) Creating the plan:
 - Step 1: Where are we now? (Situation assessment)
 - Step 2: Where do we want to be? (Strategic direction)
 - Step 3: How do we plan to get there? (Implementation Planning)
 - Step 4: How will we monitor progress? (Monitoring)
- 3) Review and adoption.

The sequence of review was as follows:

- 1) Key staff
- 2) Teachers and students; feeder schools
- 3) Key community leaders
- 4) Public

The Stakeholder participation will include:

- 1) Preparing survey
- 2) Representatives on planning committee
- 3) Distribution of draft o all stakeholder groups

- 4) Public hearings (recommend three, one for north OP, south OP and RF)

The Project Methodology will include:

- 1) Manage the process
- 2) Provide key information
- 3) Focus ideas
- 4) Facilitate tasks
- 5) Ensure that all Voices are heard
- 6) Gain Stakeholder buy-in

In its timeline, they planned three public hearings so that everyone would be heard.

A question and answer session ensued.

Q: What is the responsibility of the in-house staff with this approach? What is the Board of Education's work?

A: Ms. Chico will lead the team. The superintendent will designate a person from the staff to work with the firm and the Board of Education would assign two board members to the Superintendent's team to work with SPC. They know the problems and SPC does not. The Board of Education's role is to hire the right firm to deliver a strategic plan and implement it.

Q: A concern was raised about how the timeline would be implemented, particularly during the summer.

A: The response was that due to the economy not everyone had a home in Michigan and that the internet could be used to get community input. While the proposed timeline was aggressive, SPC was open and flexible to modification.

Q: How many Board of Education hours would be involved?

A: It would be the preference of the Board of Education but as much times as it requires. Typically, one or two board members will serve on a committee and the Board of Education will receive written information about the planning sessions. In addition the Board of Education would hear from their colleagues.

Q: What is the general composition size of the planning groups?

A: 12 to 20 people

Food Prices

It was the consensus of the Board of Education members to approve the breakfast and lunch combo prices for District 97 and 200 at its regular April 26 Board of Education meeting. There may be some price increases to ala carte items. The recommendation is to hold the pricing for the 2012-13 school year the same as it is for the 2011-12 school year. Next year OPRFHS will receive \$.06 per student from the state and they have to take a fruit or vegetable in their combo meal.

NIIPC's Request For Proposals

It was the consensus of the Board of Education to approve the rollover bids for the Northern Illinois Independent Purchasing Cooperative (NIIPC), as presented, at its regular April 26, 2012 Board of Education meeting. OPRFHS is the administrative district for NIIPC and as such, its Board of Education "shall perform those necessary functions to obtain bids and award to a preferred vendor the purchase of food and supply items by individual member districts of the Cooperative."

NIIPC RFP for Juice Products And Pre-assembled Breakfast Bags

It was the consensus of the Board of Education to award the contracts to Country Pure Foods for the Shelf Stable Juice Box and K-Pak Frozen Juices, to Citrus Systems for all 4 oz. and 6 oz. refrigerated Juice Cups, and to East Side Entrees for assorted Pre-Assembled Breakfast Component Bags at its regular April 26, 2012 Board of Education meeting.

In response to a question regarding whether organic products were available, Ms. Piekarski stated that while the distributors do have these products, they are cost prohibitive. OPRFHS is trying to buy things locally and using items from its own garden.

O&M and Capital Projects Fund Transfer

It was the consensus of the Board of Education to approve the Resolution to Transfer Funds from the Operations and Maintenance Fund to the Capital Projects Fund at its regular April 26 Board of Education meeting. The amount was for \$2,203,909 to be effective April 26, 2012.

Long-term Facility Plan

Ms. Witham referred to a report included in the packet titled “Long-Term Planning April 2012 Board of Education Report.” The District is taking a comprehensive approach to construction, including addressing the concerns of deferred maintenance, care of this vintage building, and cost containment to provide a better learning environment. The administration asked the Board of Education to allow the Superintendent to commence a committee to rethink formally this facility in a way that continues to foster excellence for the students, staff, and the families of the community and develop a master plan. Its purpose would be to:

- Plan needed facility infrastructure as outlined;
- Plan needed modifications for program changes outlined;
- Building in long-term flexibility to address future emerging needs;
- Prioritize those needs;
- Identify funding sources; and
- Develop a timeline to complete the approved projects.

The categories for review would match the board goals regarding student life, safety and security for students, MCC, science and technology areas, educational technologies, library media service area, child care center, media, athletics and PE areas and the faculty infrastructure as described on on page 11. While a concern had been raised that this was occurring prior to the strategic plan, it might in fact be helpful to complete this and the strategic plan simultaneously, as things may change on the facility report based on the things that come forward.

Ms. Witham stated that the purpose of this committee was to raise awareness and create a framework for identifying and addressing needs. It was the beginning of an analysis. Mr. Rouse will select the students to be on the committee. Students will also have other venues to use to share their opinions. Ms. Patchak-Layman felt the meetings should be posted and minutes taken. While there was some support for allowing people to hear the conversation, it was noted that allowing that could be cumbersome.

It was the consensus of the majority of the Board of Education members for the Superintendent to put the committee together.

June 30 2012 Audit: It was the consensus of the Board of Education members to authorize the Assistant Superintendent for Finance and Operations to commence the annual audit for fiscal year ending June 30, 2012 under the Action section of the agenda.

Audit Engagement It was the consensus of the Board of Education members to accept the Audit Engagement Letter with Baker-Tilly under the Action portion of this agenda, as presented.

Youth Football It was the consensus of the Board of Education to approve the request from the Oak Park Youth Football to use the stadium and fields for its 11 Sunday home games under the action section of the agenda.

When asked if there were had been any complaints, it was reported that the start time was adjusted to be after 9:00 a.m. There had been no competing requests. The lights ordinance is on for Monday through Friday, not Saturday, or Sunday. Oak Park Youth Football was excited for its new fee structure. Its use had no ill effect on the turf.

IGOV Direction A committee of representatives from the varying taxing bodies, called IGOV, had met, and asked each of their separate boards to support the list of items presented. Ms. Fisher and Ms. Patchak-Layman are the Board of Education's representatives on this committee. After reviewing the options available for short-term, mid-term, and long-term projects, it was the consensus of the majority Board of Education members that they would support the pursuit of the IGOV's short-term projects, as presented.

Dr. Lee noted that he did not want to see the half page news article filled with athletic events. Ms. Patchak-Layman felt it could be used to inform the community about strategic planning or the facility plan, etc. or Board of Education activities, such as communications. Ms. McCormack felt that anything that leads to intergovernmental communication was positive and this was a starting point. Ms. Fisher added that the exercise of just meeting with the different taxing bodies had been positive. Ms. Patchak-Layman noted that the meetings would be posted and minutes generated.

The Board of Education will be asked for its input on any plans or ideas.

Board of Education Meeting Structure It was the consensus of the Board of Education members to approve the regular Board of Education meeting dates for next year at its regular April 26 Board of Education meeting. The Board of Education will hold one regular Board of Education meeting on usually the fourth Thursday of the month and hold its committee meetings on the Tuesday the week preceding the Board meeting. This will give the administration and committee chairs more time each month to prepare and it will allow the Board of Education to have adequate time to review and revise recommendations made during the Tuesday evening committee discussions for the regular monthly Board meeting nine days later. The Board of Education will have additional meetings next year related to Strategic Planning, similar to what was scheduled this year for policy review.

Consent	<p>Dr. Millard moved to approve the consent item as follows:</p> <ul style="list-style-type: none"> • The check disbursements and financial resolutions dated April 12, 2012; <p>seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.</p>
Personnel Recommendations	<p>No action was taken.</p>
Week of the Child Proclamation	<p>Mr. Finnegan moved to adopt the Week of the Child Proclamation, as presented (attached to and made a part of the minutes of this meeting); seconded by Mr. Phelan. A voice vote resulted in motion passed.</p>
Commencement Of Audit	<p>Dr. Millard moved to authorize the Assistant Superintendent for Finance and Operations to commence the annual audit for fiscal year ending June 30, 2012; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.</p>
Audit Engagement Letter	<p>Ms. Fisher moved to accept the engagement letter from Baker Tilly Virchow Krause, as presented; seconded by Mr. Finnegan. A roll call vote resulted in all ayes. Motion carried.</p>
OPRF Youth Football	<p>Mr. Phelan moved to approve the request of the OPRF Youth Football to use the stadium and field for its 11 Sunday home games during the 2012 fall season; seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.</p>
Fourth of July Request	<p>Mr. Finnegan moved to approve the request to allow GALA to hold the annual fourth of July fireworks on the grounds of Oak Park and River Forest High School, subject to the submittal of a certificate of insurance, seconded by Ms. Fisher. A roll call vote resulted in all ayes. Motion carried.</p>
Intergovernmental Projects	<p>Dr. Millard moved to proceed with the IGOV Committee's short-term projects presented and to be completed by December 31, 2012 and for the committee to continue consideration of the medium-term projects; seconded by Ms. Patchak-Layman. A voice vote resulted in motion carried.</p>
Settlement Agreement	<p>Dr. Millard moved to approve the Agreement with Illinois Central, as discussed in closed session; seconded by Mr. Finnegan. A roll call vote resulted in all ayes. Motion carried.</p>
Minutes	<p>Mr. Finnegan moved to approve the open and closed session minutes of March 12 and 22, 2012; seconded Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.</p>
Closed Session	<p>At 11:12 p.m., on Thursday, April 12, 2012, the Board of Education reconvened its earlier closed session.</p> <p>At 1:29 a.m., on Friday, April 13, 2012, the Board of Education resumed its open session.</p>

Adjournment

At 1:30 a.m. on Friday, April 13, 2012, Dr. Millard moved to adjourn this meeting; seconded by Dr. Lee. A voice vote resulted in motion carried.

Dr. Dietra D. Millard
President

Amy McCormack
Secretary