

April 26, 2012

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, April 26, 2012, in the Board Room of the OPRFHS.

Call to Order

President Millard called the meeting to order at 6:35 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 26, 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); Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); 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.

Joining the meeting were: Michael Carioscio, Chief Information Officer; Dr. Tina Halliman, Director of Special Education, 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: Chala Holland, Assistant Principal for Instruction; Ted Domanchuk, Dr. Nikki Paplaczkyk, Peggy Markey, Therese Brennock, Colleen Biggins of the OPRFHS faculty, Carolyn Newberry-Schwartz of the Collaboration of Early Childhood Care and Education; Tom O'Sullivan, Mary Fox and Terry Boxei of Grand Prairie Bus Company; Bob Skolnick of the Wednesday Journal; William Dwyer of the Pioneer Press; Nancy Leavy of the League of Women Voters, Cathy Yen, Jacques Conway, Jean Meister, John Bokum Jr., community members; Peter Slattery and Lindsay Allen of the *Trapeze*, Jacob Meeks, Mason Astill, Jonathan Gilmer, and Hally Dunn, students.

Election of Officers

Dr. Millard opened the nominations for president for a one-year term.

Mr. Phelan nominated Mr. Finnegan for president. Hearing no further nominations, Dr. Millard closed the nominations.

Dr. Lee moved to elect Mr. Finnegan to a one-year term for president; seconded by Ms. McCormack.

Mr. Finnegan responded to Ms. Patchak-Layman's question as to why he wanted to be president and how he would communicate with the other board members, but saying that the role is necessary, he was willing to take it, and communication is very important. Dr. Millard had enlightened him on the diligence necessary in order to communicate with the Superintendent, the Board of Education members, and the community in the District. He will inform all stakeholders as to what he thinks and how the school is doing. He felt that the strategic plan would help the district to foster dialogue among the stakeholders. He was open to all communication.

Mr. Phelan had nominated Mr. Finnegan because of his experiences as a parent in the District and the fact that he was business- and fair-minded. He looked forward to his term in office and watching his accomplishment, hoping that those accomplishments would come close to that of Dr. Millard's.

Dr. Millard wished him the best as it takes much work, some luck, and the goodwill of the community. She offered that he would be challenged and rewarded.

A voice vote resulted in motion carried.

Mr. Finnegan, as president, presided over the rest of the meeting.

Mr. Finnegan opened the nominations for vice president of the Board of Education for a one-year term.

Ms. McCormack nominated Mr. Phelan for Vice President of the Board.

Hearing no further nominations, Mr. Finnegan closed the nominations.

Ms. McCormack was very impressed with the way Mr. Phelan had led the Board of Education in his very first year of office. She knew the difficulty of coming up to speed and taking on the leadership responsibilities. She appreciated his willingness to serve in that capacity. Dr. Millard appreciated his expertise and for stepping up to the plate in many ways that no of the other Board of Education members could have done. Mr. Finnegan concurred with Ms. McCormack and Dr. Millard and said it would be a great relief to work with him. Mr. Phelan had been a vital member in his first year and the amount of effort he gave to the Board of Education has been extraordinary. He has a keen mind and he has added to the Board of Education's discussions.

A voice vote resulted in motion carried.

Mr. Finnegan opened the nominations for secretary of the Board of Education for a one-year term.

Dr. Millard nominated Ms. McCormack. Hearing no further nominations, Mr. Finnegan closed the nominations.

Dr. Millard stated that Ms. McCormack brought a lot of expertise as a current parent, just as Mr. Phelan, and it provided insightfulness for the other Board of Education members. She expresses her frank opinions and she appreciated her service. Mr. Phelan added that Ms. McCormack was one of the people who had inspired him to run for the Board of Education, he knew her from the community, she is a passionate member of the Board, and he is honored to serve with her.

A voice vote resulted in all ayes. Motion carried.

Public Comments

Tom O’Sullivan, resident of 1110 Tulip Lane, Munster, Indiana, and an employee of Cook-Illinois Corporation, which is the parent company for Grand Prairie Bus Company. He read the following statement.

“Cook-Illinois Corporation is a privately-held / family-owned school bus contractor who has been supplying school bus transportation for over fifty (50) years. Grand Prairie Transit is a wholly owned subsidiary of Cook-Illinois Corporation.

“We are well versed in providing both regular and special education busing. The training we provide to the drivers and aides is extensive and includes a special sensitivity training session for all special education drivers and aides. We have a certification program that all wheelchair drivers must attend before they are eligible to transport students in wheelchairs. We continue our high expectations of both our drivers and aides by providing ongoing safety meetings and specialized training.

“Prior to the start of the 2011/2012 school year, Grand Prairie Transit had been providing special needs transportation to Oak Park River Forest High School District for five (5) years. During that time, an excellent working relationship was formed between Grand Prairie Transit’s management / staff and the Oak Park River Forest transportation coordinators. Providing special needs transportation is challenging and some questions or issues inevitably arise.

“Grand Prairie Transit has always answered the questions or addressed the issues and provided excellent service.

“Last year, Oak Park River Forest #200 bid their transportation per the school code and awarded the contract to the lowest bidder. Unfortunately, the lowest cost provider also turned out to provide the worst service.

“Grand Prairie Transit was asked to resume service on March 8, 2012 under an emergency contract. We were given two (2) weeks to get the school buses together, review and evaluate the routes, and have drivers ready to run the routes. We have been providing excellent service for all Out-of-District students since that time without any issues.

“On April 3, 2012, bids were submitted by three (3) vendors. After the bid, we were asked to negotiate our pricing, which we did, and the difference on an approximately \$1M contract was about \$50,000 per year. The State pays eighty percent (80%) and the District pays twenty percent (20%) through local tax dollars. Twenty percent (20%) of \$50,000 is \$10,000.

“Basically, it would cost the District an additional \$10,000 per year, or one percent (1%) of the total contract, to continue using Grand Prairie Transportation, a proven provider of excellent service.

“Cook-Illinois Corporation provides transportation to many special education cooperatives throughout the Chicagoland area. These include NSSEO, A.E.R.O., Eisenhower, LADSE, and LASEC.

“At LADSE, we were asked to provide First Division Vehicles for high school students who were in the transition programs. A First Division Vehicle is a suburban, equinox, or SUV that allows high school students to feel more comfortable riding in versus a school bus. Our drivers for these vehicles must complete the exact same training as our school bus drivers, and they must have the same CDL License, School Bus Permits, and endorsements. We also carry the same amounts of insurance coverage on these vehicles as we do on our school buses.

“As an alternate consideration, we attached a pricing sheet based on utilizing First Division Vehicles. We would be happy to honor this pricing while starting the year using school buses, and as your administrators feel comfortable allowing students to begin using First Division Vehicles, we would then transition to such vehicles.

“We are asking the Board of Education to not vote on the recommendation, and take a little more time to review who should be supplying transportation to the District’s special students.

Mr. Finnegan thanked him for his comments and Grand Prairie’s help this year. He hoped whatever happened with the outcome that the dialogue would continue.

Gene Meister, 1331 William, River Forest, parent of two OPRFHS graduates and one current student, has been involved in Mental Health Advocacy. Ms. Meister spoke in support for Special Education and a subset. Every child is entitled to a free and appropriate education. The 150 students that are SED require specialized education in order to learn appropriately, to be safe and to pursue their dreams. Those who do graduate high school go on to college. If not, they end up as failures. The OPRFHS Special Education Department is very responsive in situations that can mean life or death. Her oldest daughter received individual care group funds and she was placed in a residential treatment facility where she learned coping skills and had a safe environment with round-the-clock care. When she graduated in 2008, she gave the graduation speech and thanked her mother and all those who were able to attend. Today she is studying film at DePaul and plans to be an art therapist.

Jacques Conway, resident of 735 Franklin, River Forest, spoke about his work with the All Faith Communities that has been working with the Hyatt workers on the issue of respect. He asked that OPRFHS consider not hosting its prom next year at the Hyatt as it has in previous years, as the Hyatt workers have been fighting for equity and respect. Generally, a housekeeper will be responsible for 15 rooms. At the Hyatt, that position is responsible for 30 rooms. Hyatt has been cited by OSHUA numerous times for its treatment of employees. He suggested that if the student body were aware of this mistreatment, they might not want to use that venue.

Jacob Meeks, resident of 813 N. Forest, sophomore, referenced some quotes made by Board of Education members at recent meetings. In addition, he quoted philosopher Jean Jacques Rousseau regarding voting from his *The Social Contract or Principles of Political Right*. “this is the case when the citizens, having fallen into servitude, have lost both liberty and will. Fear and flattery then change votes into acclamation; deliberation ceases, and only worship or malediction is left.” He suggested that the new Board of Education officials represent the people in Oak Park, their suggestions, and will for communication in the future. Thank you.

John Bokum, Jr., resident 629 S. Home, OP, a 34-year resident, spoke about the paper bid that was being considered. Having been in that business for 34 years, he offered advice and recommendations. He suggested that the District determine: 1) who is the vendor and how long has it been in business, 2) the paper quality, and 3) the delivery schedule. He felt it would be prudent to obtain this information in order not to make a mistake in awarding this bid to the wrong supplier.

Jonathan Gilmore, 639 N. Grove, asked the Board of Education to continue its efforts to recall all 21 RIF'd teachers. He thanked those Board of Education members who met with them individually over the last few weeks. He appreciated the fact that some of the teachers had been recalled, but he was disappointed that not all had been. He suggested that if the reason for RIFing the teachers was so the school did not run out of money, he felt that Senate Bill 7 would allow the school to get rid of bad teachers in a couple of years and that the school should wait before RIFing any more teachers. He asked why Laura Swartzbaugh was not called back. The high school is a social service, it is a right of the community, and it wants to make sure the school is giving its best.

Mason Astill, resident of 1124 S. Harvey, Oak Park and spoke about the RIFing policy and Tracy Strimple. He referenced a statement Mr. Phelan said at the last Board of Education meeting that it is the Board of Education's job is not to talk about individuals but to look at the policy. Mr. Astill felt the policy should be not to fire the best and the brightest at the school. These teachers were invaluable and they have changed his life. It would not have happened without the support of Ms. Strimple and it was disappointing that she has not been considered for all that she is. He had been incredibly affected by her. All teachers need to be valued for who they are and not RIF'd.

**Board Member
Comments**

Ms. Patchak-Layman asked that the Board of Education work on a better planning protocol as to what is occurring at the school as it looks at new programs, including best and worst case scenarios, before bringing it to the Board of Education. It is the desire of the Board of Education to hear from all of the stakeholders involved in an issue and a protocol should be developed for that purpose to insure that the school is a great place. Hearing the stakeholders concerns, helped her balance the needs. She appreciated the comments as it helped to have broader and better discussions.

In the past, she has talked about implementing a restorative justice program at the high school. She felt that such a program would enable students to be better citizens by 1) learning and practicing how to interact with their peers and 2) learning the rules for working in society.

Dr. Lee read the following statement:

“I am addressing my fellow board members as well as our parents and community at large regarding our recent actions and reactions regarding the so-called “RIFing” of teachers this year. We issued letters of non-reappointment to twenty-one non-tenured teachers; to date sixteen have been offered re-employment, and those remaining are required to wait any further action by our district. What we did was different in no substantial way from what has been done, in one form or another, over the past seventy-five to one hundred years. What was different this year was that a concerted effort was made to persuade the school board to ignore the recommendations of the administration. These efforts were based on many claims (most of which I happen to believe), that most of these teachers were highly qualified, and had performed their duties with generally high levels of proficiency. Yes, we routinely and annually fire, and then re-hire, many of our non-tenured full-time, part-time, and temporary teachers. It is unfair and exploitative, and we do it anyway because it is an institutionalized part of a system that we inherited and which, like all institutions, is difficult to change. We are slowly doing things to change this system, but certainly not rapidly enough to satisfy anyone.

“My concern is this: We, the school board and the community are helping to perpetuate the typically Illinois practice of granting privileges to some at the expense of others, and we are doing so on the basis of the political power that we are able to muster. Many are trying to convince the school board to hire certain specific people instead of others, or that we simply hire more people at the additional expense to the taxpayers. Furthermore, they are asking school board members to exercise their own personal judgment in the hiring of one teacher over another, when most of us have neither the experience nor the knowledge to do so. They are advocating a practice of hiring (or not hiring) teachers on the basis of their perceived popularity among students, parents, and other community members. And what concerns me most is that it is gradually seems to be working! In my five years on this board, I believe that I have seen an increasing tendency for board members to attempt, with varying degrees of success, to insert their own personal judgment into the hiring process.

“I believe that the primary purpose of a board member is to help create the policies that govern how the district should be run, and then hire a superintendent that he/she believes to be capable of forming a team and leading the organization to carry out the specific policies that have been adopted. Board members should not insert themselves into the routine hiring processes of the district. Our actions this year, however, are certain to encourage more of the same in the future, unless we take positive steps to move in another direction.

“It is my hope, over the next year that we will work toward the goal of adopting a policy and set of practices that are more in keeping with the mode of stewardship that I have supported.”

Ms. McCormack thanked Dr. Millard for her services as president for most Ms. McCormack’s tenure on the board. Serving on this Board of Education is difficult, time-consuming and requires a huge commitment. She thanked Dr. Millard for time she has given to be the Board of Education’s leader in the last couple of years. Mr. Finnegan concurred.

FOIA

Mr. Finnegan reported that four FOIAs had been received and three resolved.

Student Council

None

Faculty Senate

Mr. Hunter thanked Dr. Millard for her service on the Board of Education. He appreciated her fair-mindedness. He looked forward to working with Mr. Finnegan and Mr. Phelan.

The school had just finished high stakes testing. In the past students could take the test and were not required to take it again. That is not the case anymore and he wondered about the utility of the test.

Prom is being discussed by the seniors in this class. It is the banquet season, colleagues will be returning, and they were looking forward to the curriculum work this summer. He thanked the Board of Education for changing its Board of Education meeting schedule as the current schedule is very difficult.

Superintendent Report

Dr. Isoye congratulated the Boosters on its event April 21. Performing at that event were John Condne, John Costopoulos, Patrick Pearson, Anthony Svejda, and Brian Racine, husband of a faculty member, as the 201 North Faculty Band with vocalist Tia Marr and cameo appearances by Brian Davis and Amy Hill.

The YMCA, in conjunction with the Village and various governmental entities, has been working on an initiative called Pioneering Healthy Communities. A presentation will be made to the Board of Education in May as to the scope of its work and how all entities are connected in this effort on nutrition in food services, wellness of employees, and exercise with students.

The Board of Education scheduled a Board retreat on May 7 to continue the discussion about student achievement. Dr. Allan Alson will be the facilitator. Dr. Isoye noted that he had also received suggestions to consider communications as an agenda item for the future and to institute Board of Education committees in connection with human resources and technology. A review of the job description is a start in this venue. He will work with the Board of Education president about potential Board committee ideas.

Mr. Finnegan, Dr. Millard, Mr. Prale, and he met to vet the next steps for a strategic plan. He will submit a draft of questions for the Board of Education's consideration as it frames its facilitation needs. Subsequently, additional questions may be considered. He will send reflection questions for discussion.

PSAE testing occurred Tuesday and Wednesday. This is the State testing of juniors where Day 1 is the ACT and Day 2 consists of the WorkKeys and science subject exams. Experiences for freshmen and sophomores were planned. Freshmen take the PLAN test on Day 1, a series of exams provided by the College Board as measures in preparation for the ACT. On Day 2, they took an interest inventory on Naviance, watch a presentation provided by the Attorney General on Internet safety, and met with a panel of seniors about their high school experiences. On Day 1, the sophomores took an instructional ACT, an in-house retired ACT test used for practice. On Day 2, they took an instructional WorkKeys, the Illinois Youth Survey, and they received their scores on the instructional ACT from Day 1. Overall, the days went well. The junior class attendance was at 97.5 %.

Dr. Isoye too was appreciative of Dr. Millard's dedication, hard work, and support. He looked forward to working with Mr. Finnegan, Mr. Phelan, and Ms. McCormack in continuing to accomplish great things.

Special Education Division Update

Dr. Halliman reported that the purpose of special education is to provide a free and appropriate public education to students in their least restrictive environment. There is a vast array of academic programming and services offered at the high school.

Dr. Halliman reviewed the division's three basic goals, which are aligned with the Board of Education's goals.

1. Creating formative and common assessments based on learning targets
2. Developing and implementing of S.M.A.R.T. goals on I.E.P.'s
3. Embedding literacy instruction and strategies in classes

The Special Education Department has established eight (8) Teacher Collaboration Teams (TCT's) and it serves on an additional eight TCT teams outside of the department.

The Special Education Department offers REI (regular education initiative) co-taught classes to meet the need of educating students in their least restrictive environment. Typically, a general education teacher is paired with a special education teacher to teach a course in a general education setting/environment. The co-teaching model is centered on where students are placed based on the following factors:

- Scores on Explore Test, Scholastic Reading Inventory (SRI), and other assessments
- A student's IEP, where applicable
- Students with the greatest needs

OPRFHS will be able to offer 30 sections of REI co-taught classes next year as it considered the above, course enrollments, and the composition of each classroom, paying close attention to the ratios of special education and general education students enrolled. This is an increase from 24 sections this year and 25 sections in 2010. REI classes include:

American Literature	Reading
English	Physical Science
Algebra	Biology
Geometry	American History
English Literature	World History
Drivers Education	

At this point, members of the Special Education Leadership Team highlighted key services and new initiatives within the department in the areas of learning development, emotional development, transition and vocation, related services, and community partnerships.

Learning Development Curriculum

Ms. Biggins, the Learning Development Chair, spoke about her area that has 16 special educators with an additional teacher that is shared between the LD Continuum and the ED Continuum. This student population numbers approximately 300 students. A few additional curriculum initiatives have been utilized this year and included the return of using a set curriculum within Academic Strategies Classes. It was chosen from the Rush Neurobehavioral Center entitled "High School Executive Functions Curriculum Notebook". Freshman and sophomore students adapted much better to this curriculum than did juniors and seniors who had not had a standardized curriculum for a few years. Overall, the curriculum has been received positively, especially by the parents. LD teachers elected to be part of a few training sessions during the summer 2011 and the in-service for the LD teachers was repeated during one of their biweekly morning meetings in the fall.

Another addition came in the form of guidelines to assist students with classroom behaviors that were developed within one of the LD TCT teams. This TCT team focuses on LD instructional level students and their need to develop better organizational and executive functioning skills. The team piloted a data collection process, which started in quarters two and three. Quarter 3 ended with a pizza party for those students who had shown significant progress. A year-end survey is being developed and is to be completed by each student within the pilot program to get a sense of his/her own personal reaction to their data and what they feel the teachers can do differently to support them in their quest for academic, social and emotional progress at OPRFHS.

The final initiative was to continue with the after-school homework support housed in Room 320, hence titled Club 320. Due to the school's new ruling on where food is allowed, the afternoon snacks were removed and attendance had dropped this year. Food is a positive reinforce. The Club was supervised again by LD teachers, T.A.'s and support service faculty who volunteered one day a week to cover the club from 3:10 to 4:00 p.m.

Special Education provides forms for parents. Ms. Paplaczuk described the forums that had been presented this year:

1. Treatment of eating disorders and the challenges of recovery.
Dr. Astrachan-Fletcher, Director of Adolescent and Family Services at Insight Psychological Centers, presented. She is also the Founder of the Eating Disorders Clinic at UIC Medical center.
2. Executive Functioning, presented by Kristen McKee. She reviewed a 2005 study conducted by Duckworth and Seligman which revealed the following:
 - Mastery of Executive Functioning is a better predictor of school success than IQ.
 - 89% of college students named time management as the most challenging aspect of college life.
 - 87% named organizational skills as their chief problem areas.
 - Ms. McKee provided her audience with strategies to support students in the area of time management, organization, study and note taking skills
3. Another forum was set up like a college fair and each agency had a table for parents to visit, collect resource materials, and make connections regarding post-secondary adult services.

4. Parents with students who have been identified as needing special education services are invited to an 8th Grade Parent Night at which discussion occurs about the transition IEP process, special education services at the high school, and 9th grade placement tests.

Ms. Paplaczyk also spoke about the number of students who attend private therapeutic day schools. In 2006, 92 students were placed in private special education schools. Today, 48 students are in private special education schools. The Special Education Department continually evaluates its services to see what it can do to offer more support in an effort to keep these students on this campus. An example of this evaluation is the implementation of the current EAC Program.

	Fall/August	Spring/June
2006-2007	92	72
2007-2008	65	73
2008-2009	67	63
2009-2010	51	60
2010-2011	37	55
2011-2012	50	48 (April 23)
2012 Projected)	62	

The graph above shows that since the EAC Program was implemented, the number of students placed off campus dropped to 37. The projection for the number of students to be placed off campus is 62 with 2 in private therapeutic schools. The significant increase is due to the large number of 8th grade students that are currently in private schools.

The professionals who provide related services to students is large and includes the following: psychologists, social workers, interns/practicum students, speech & language pathologist, occupational therapist, physical therapist, pre-vocational coordinator, the Department of Human Services, assistive Technologist, orientation and mobility, audiologist, and vision/hearing itinerant teachers. The social and emotional support staff provides direct service to almost 300 students weekly. The speech and language therapist provide service to almost 100 students weekly. The assistive technologist has provided AT training to 185 students this year and has given direct AT service to students. Occupational Therapy is provided to approximately 40 students weekly. Another extremely important related service is pre-vocational services. The key responsibility of the pre-vocational coordinator is to develop relationships with local business in order to provide valuable work experiences for students. Students are provided job-coaching support. The evidence of the success of this is the many community businesses that the students are currently working in or doing volunteer work. In addition, transportation and interagency linkage services is offered.

At the last Board of Education meeting, a presentation was shared on the work that was being conducted by the Occupational Therapist/Assistive Technology. Ms. Paplaczyk highlighted one of the partnerships with Assistive Technology Exchange

Network, which is a division of Infinitec. It offered OPRFHS families of students with special needs the opportunity to purchase refurbished computers for \$35.00. The computers came with the monitor, tower, Windows operating system, and Microsoft Office programs. Twenty-seven (27) computers were purchased.

Emotional Development Curriculum

Mr. Tarrant spoke about his position as Behavior Interventionist. The duties include:

- Supporting students when behavioral/emotional issues arise. When students feel safe and supported, the time spent in the classroom is maximized.
- Contacting the parents/guardians concerning successes and challenges of students is appreciated and has started a good foundation for future discussions.
- Contacting parents weekly if their child(ren) is /are receiving, failing grades has been an excellent RTI intervention. Many parents are unaware of failing grades until the progress reports or quarterly grading. This leads to quick action before the course is a lost cause and it increases parent teacher communication.
- Contacting the neediest students and parents, dozens of times concerning behavioral/emotional issues. This had led to an increased amount of face-to-face 7:30 a.m. parent meetings to resolve student conflicts. Some things cannot be effectively handled with a phone call or e-mail.
- Working closely with Discipline Deans via daily contact has led to quick problem solving and reduced the severity in some situations. Often serious events are stopped before they happen. This lessens the amount of detentions and suspensions.
- Working closely with parole officers to help students stay on task and focused on graduation and careers.
- Using statistics (SWIS Data) to identify quickly acute issues in the program allowing for a quick and effective intervention. Two years ago, gang activity increased. As such, he received training as a Level I Gang Interventionist.
- Attending all hospital discharge staffing, many of which are for students who have substance abuse issues. Mr. Tarrant has been trained as a facilitator to work with families from Districts 97 and 200 whose children are involved with drug and alcohol. This is being done in conjunction with the Township's new pilot program, FACE IT. This is an effort to use a three-prong wrap around effort involving the school, parents, and community.
- Attending all transition staffing, when available, for students transitioning back to OPRFHS from day placements.
- Reducing the number of off-campus placements. The Interventionist, in partnership, with the administration created a pilot transition classroom for students who return to OPRFHS and those who are being considered for off campus placement. Currently ten have enrolled. Many have transitioned to regular self-contained and or have graduated.

Ms. Brennock reported on the Emotional Adjustment Classroom (EAC), which was designed to bring students back to campus. It has been revamped and is now in its second year of operation. In the past two years, 26 students have re-entered the school and have been educated in this classroom. Currently, 10 students are enrolled under the guidance of Pat McCormack and teaching assistant, Lee Williams.

The logistics of the program included:

- 1) being bussed to and from school daily.
- 2) stay in class during the passing periods.
- 3) educated in groups and on individually depending on the course required for graduation.
- 4) Students are rewarded by following a behavior modification system. They earn 5 points per period, quarterly field trips (which includes lunch), and the opportunity to earn the right to eat in the regular cafeteria for lunch. Students are able to move out into less restrictive instructional level classes and regular education classes within one to two semesters.

The students have one group and individual therapy session per week with the Special Education social workers, Craig Larson and Marvin Walker. In addition, they go to the Oak Park Township to meet with Steve Jackson, a motivational speaker, who has completely changed his life by working to prevent students from making bad decisions both in and out of school.

The program is running smoothly and may be expanded to service additional students who would have been placed off campus for disciplinary reasons.

Current program-wide incentives include:

Every teacher utilizes a similar 5-point per class behavior modification system. Students are rewarded with bonus points added to their grades and time in the Motivational Center weekly. Tom Tarrant, Buster Torrez, and she manage a small store, which provides juice, water and a few other snacks that students can purchase for work completion and improved classroom behavior. Students can watch TV, play card games, Ping-Pong, and foosball during breaks or during lunch.

Students also can earn quarterly gift certificates to local eateries and the Lake Theatre for excellent attendance, Honor Roll, Dean's List, and passing all classes. A "Most Improved Student" award was added to increase variable intermittent reinforcement and to strengthen the motivation level of those who rarely meet the criteria for quarterly awards. The Chicago White Sox have donated 100 or more tickets for the annual graduation luncheon thanks to Tom Tarrant.

Recently, a surge occurred in the participation rate of the quarterly and academic-based field trips. John Lesniak, otherwise known as the guru of Special Education field trips, has spiked the interest of students who would like to participate in activities at destinations, such as, Navy Pier-IMAX Theatre, skating at Millennium Park, rope climbing and other physical activities at Vertical Endeavors and the all-time historic and famous canoeing field trip at Ayers Landing. Academic field trips occur at museums and other historic locations in the city and surrounding area.

OPRFHS works closely with Oak Park Township, Pillars (for Individual Care Grants and counseling), and Thrive for both student and family based counseling. Lisa DeVivo at the Mental Health Board has extended regular luncheon invitations to include OPRFHS in the sharing and planning of activities across several communities.

Insight Psychological Centers and the Balanced Mind Foundation (Jean Meister) have reached out to include OPRFHS in seminars on current mental health issues and have offered speaker services for both our parents and students. We hope to continue these

partnerships and to expand the connections and knowledge base in the upcoming school year.

TEAM Program

Peggy Markey reported that the TEAM program serves the students with cognitive disabilities and those on the autism spectrum. Their functioning level ranges from severe and profound to mild and moderate. The high school is responsible for these students from age 14 to 22. The focus for all these students is to maximum their vocational, educational, recreational, and daily living skills so that by the time they leave, they can live, work and play in the community in the least restrictive environment.

This year a concerted effort was made to tap into the resources available in the community for training, apprenticeship, and community college classes of interest. In the quest for these students to be independent, another focus of instruction has been land and Internet safety. These students need to be taught safety on public transportation, street crossing, shopping and where and how to carry and handle money, and credit cards. With the Internet and social media being a wonderful asset for students, Internet safety needs to be not only taught but also monitored by trusted adults. This year, students were taught Internet safety. Their parents will be trained on how to monitor their children's Internet use and they will be provided resources to do it. These students are vulnerable to predators.

An additional focus has been to ensure that our families are provided with assistance with the arduous task of securing social security, Medicaid waivers, guardianship support, and knowledge of trust and wills as it relates to their child(ren)'s disabilities. Through Seguin Services and the Coleman Foundation, OPRFHS families receive personal assistance in accessing this funding and these supports.

Another goal for most of these students is to ensure that they have enrolled in a local adult agency for the level of service that will be required, be it a group home placement, job coaching in the community, or full time day programming. Reaching out and establishing relationships with existing programs and agencies in the community have allowed OPRFHS to expand the training options offered to these students in the transition program (18-22 yrs. of age). This year students have the opportunity to participate in 1) a canine-training program offered through Community Support Services, 2) Brookfield Zoo's training of these students to work in the children's center, and 3) Triton Community College is offering an employment skills class that is designed for students with developmental disabilities. Students are also accessing classes of interest such as cooking, baking, theatre and art classes.

Dr. Halliman presented another picture of the 85 faculty and staff members in the Special Education Department, which includes herself, teachers, paraprofessionals, related service personnel (social workers, psychologists, OT, PT, etc.), and clerical. A survey was conduct among the staff and it was found that the entire staff has 89 children, 4 grandchildren and a number had graduated from OPRFHS. They are coaches of the following sports: boys' basketball, wrestling, lacrosse, track and field, baseball, golf, football, girls' basketball, softball, girls' cross-country, track, and Special Olympics basketball. They are sponsors of Orchesis, Dance Club, ACTSO, Snowball, Best Buddies, A Place for All/GSA, Box Office Ticket Manager, Studio

200, Huskie Booster Faculty Representative, New Teacher Mentor Coordinator, President of AAFSAC,

They also value education both in and out of the classroom.

- 92% of certified staff hold Masters Degrees or above
- 64% of paraprofessionals hold degrees or are working towards advanced degrees
- Degrees include Doctorates in Education, MBA, Masters in Special Education, Geriatrics, Theology, Education Leadership, Type 75, Certificates in Assistive Technology, Pastoral Care, Gang Intervention, Endorsements in Pre-Vocation and Director of Special Ed

The Board of Education was very appreciative of the presentation and the work that the Special Education department does.

**Professional
Development/
2012-13 Amended
Calendar**

The Board of Education continued its discussions from the March 22 and April 12, 2012 meetings regarding the scheduling of professional development in the 2012-13 school year. Currently, the professional development model is to have late starts for students on Monday mornings in order to allow for 50 minutes of professional development. The administration had proposed dismissing students at 1:18 p.m. two times per month next year so that professional development can be scheduled from 1:30 to 3:04 p.m., giving teachers 90-minutes of strategic professional development.

The administration considered the community, the faculty and staff, and the Board of Education's input and as such presented a proposal that would increase professional development next year by only two hours versus the originally proposed eight hours and it would be scheduled for Wednesday morning, not the afternoon. The total time devoted to professional development would be 26.75 hours.

Ms. Holland presented an updated PowerPoint that included the needs and hopes of professional development, the initial proposal, a compilation of the comments/suggestions made by faculty and staff and Board of Education, etc.

Ms. Holland reiterated the Professional Development Needs/Hopes as being:

- Professional development should be connected to a vision and reflect what the district wants teachers to focus on for professional and student improvement.
- Professional development should be cohesive and aligned.
- Teachers should have time to process, reflect (internalize meaning) and implement new learning and changes.
- Teachers should have sufficient time to engage and collaborate in meaningful ways.

The administration should work to provide clear communication regarding initiatives and school changes in procedures so that the information reaches the faculty and staff in a clear and efficient manner. She shared a schedule for the new model. Hopefully, this new schedule will eliminate the need for teachers to seek outside professional development for SEL, executive functioning, etc. Currently the average number of days a teacher is out of the classroom due to professional development is 4.5 days. This model would eliminate the need for substitute use. It is the administration's responsibility to monitor and evaluate how teachers are spending their time outside of the building.

Discussion ensued about the possibility of an alternative time to Wednesday mornings, i.e. 3:00 to 4:30 p.m. on Mondays, as the calendar seemed lighter that day for scheduled club or sports activities than other days of the week. It was noted that OPRFHS has 70 co-curricular activities and many involve other high schools and travel. The faculty contract has a clause that talks about professional obligations, i.e. division functions, etc., that are not part of the prescheduled or institute days. The Faculty agreed to meet with their Division Heads outside of the school day, as a benefit to the District. Some divisions do meet in the mornings rather than after school, i.e., science and special education. Wednesday was chosen so that everyone started the week on time, as the time on Monday mornings had not worked well. Should someone miss a division meeting, it does not alleviate the responsibility of knowing what was brought forth in those meetings.

Ms. McCormack felt strongly about teachers not spending time away from students for offsite requests. Ms. Holland responded that many needs are identified through PSS Teams, etc. The administration looked at the trends as to what teachers sought in the way of support and believes that the model will help to provide internal capacity so that the teams no longer need outside support. Internal leadership teams will be developed, as well as a solid team of facilitators, and leaders to lead on the work occurring. Ms. Holland continued that the District will never be able to know everything or access everything, but one thing it can do is look for an expectation for the teachers and identifying core areas that it wants teachers to experience, on a rotational basis. Facilitators will provide teachers with resources on where to go for additional resources to bring back to the District. While the model does not cut out other all outside professional opportunities, the District will be more mindful as to what additional workshops at which teachers request attendance and make sure those workshops are aligned with the Board of Education's goals. The hope is to send people out to bring back information on a larger scale, not just individually.

Dr. Isoye congratulated everyone for putting this model together as it is well thought out. It is purposeful it and will bring things forward into the classroom. This model has evolved and is taking the strengths of what is currently being conducted and making them better. He asked for the Board of Education's support.

Ms. McCormack wanted more than anecdotal information.

- 1) How much better is timeliness on Wednesdays?
- 2) What is the number of requests that have come in for additional professional development?
- 3) How many hours are missed by teachers for being out of the building?
- 4) How many teachers are making it to division meetings?

Mr. Phelan felt it was the lack of data as to how much better this model would be as opposed to more classroom time that challenged his support. He did not believe a balance view of the positives and the negatives had been presented.

Dr. Lee felt he had been provided with a good idea of the program. I am not concerned about the timing during the week because the administration would know what works and he was not interested in more details. He was not interested in controlling the process.

Dr. Millard felt that detailed feedback would be important in knowing if it is making a difference in the Board of Education goals. What does it do for the organization? What kind of report can the Board of Education receive to see how effective it is?

Ms. Patchak-Layman felt that while PD is very important, she felt that adult hours should be used primarily for adults. Whenever there is an every other week late starts, there is an inconsistency. Mondays were better because everyone knew it was a late start and that a late start during the middle of the week would be confusing. Teachers are contracted to be here by 8:00 a.m. on Monday and the 1 ½ hour for professional development at that time would be more appropriate. She asked how the PD development budget for next year compared to this year. Ms. Hill responded that it had been detailed in the 2013 parameters presented to the Board of Education and it had increased but that the conference & travel line had been cut by ten percent.

Mr. Finnegan appreciated everyone's input and summarized that the administration had tried to respond to the input it received and it had tried to provide the positives and the negatives. He, too, wanted more feedback, as the Board of Education is very interested in PD. He had not been aware of how much time teachers were spending out of the building for PD.

Ms. Holland's own experience with this model has been that it does improve the classroom experience. The administration will move forward with the Wednesday morning, 1 ½-hour professional development schedule. As such, no action was necessary on the 2012-13 school calendar that was approved in December as that reflected early arrivals.

Hearing on Amended Budget FY 2012 At 10:10 p.m., Ms. Patchak-Layman called public hearing on the amendment of the Budget. Hearing no oral or written comments, she closed the hearing at 10:11 p.m.

Office Supply Bid It was the consensus of the Board of Education to award the office supply bid to Staples as the lowest responsible bidder at its May 10, 2012 Board of Education meeting for the period of July 1, 2012 through June 30, 2015 with the potential of two additional one-year terms.

The Board of Education was informed that the District publishes the request for bids and sends it to those currently on its bid list and those with whom it has current contracts.

Presentation of Xerographic Paper Bid While it was the consensus of the Board of Education to award the bid for copy paper to Contract Paper Group at its May 10, 2012 Board of Education meeting for the 2012-13 school year, it also wanted Mr. Bokum's questions researched. The contract value is \$63,984.40.

Presentation of Special Education Bus Bid It was the consensus of the Board of Education to award the Special Education transportation bid to Lakeview Bus Lines for a three-year term beginning July 1, 2012 through June 30, 2015 at its May 10, 2012 Board of Education meeting. The contract value for the three-year period is \$2,933,508.

Discussion of Mr. O'Sullivan's letter. Mr. Phelan stated that it was of grave importance to have a reliable provider of special education transportation while recognizing the importance of the bidding process. He was balancing that with the

fact that the high school has a provider who stepped in and helped in a difficult situation. He wondered if the provider being recommended would show the same corporate character. Ms. Witham acknowledged that this had been a difficult decision. The staff had toured Lakeview's facilities and negotiated this as close as possible and the reason for the recommendations was based on the students' interest. Staff had talked with Special Education Department personnel about the student needs, District 97 regarding its experience with Lakeview for 19 years, and the transition of students to the high school. Presently two bus companies are being used and some students will have to make a change next year multiple times. Dr. Halliman looked at this from the students' standpoint. Generally, high school students already have IEPs and they have been offered related services for years. An advantage of going with the recommended company is that District 97 has worked with Lakeview and the students have a familiarity with it. Dr. Halliman confirmed with District 90 and 97 special education directors and they both gave overwhelming recommendations about this company. From a student standpoint, it provides consistency for many students, but not all. The staff tried to do its due diligence and spoke to the business managers of the respective schools.

Mr. Phelan was glad to hear that the administration's recommendation was based on students, after knowing how difficult the wrong choice in this area can be. He was more concerned with the students here. While not an expert, just making the right choice for reliable service for the students while they are in this district is very important. Having a proven company, rather than based on conversations, carried weight with him.

Dr. Millard stated that Grand Prairie should be congratulated for the extraordinary efforts it made in helping the District. She echoed that money should not be the difference here. She supported the administration's recommendation, but she found it difficult to shift. She hoped it was the right decision for the students.

Ms. Patchak-Layman asked for an explanation as to the relationship between Lakeview Bus Company and Polar Express. She was concerned when someone lists a DBA. Does each have separate liabilities? Is it a joint liability? These questions will be addressed at the next Board of Education meeting.

**Athletic & Activity
Stipends for FY 2013**

It was the consensus of the Board of Education members to approve the Athletic and Activity Stipend positions and budget for the 2012-13 school year at its May 10, 2012, regular Board of Education meeting.

Questions Ms. Patchak-Layman wanted addressed were:

1. Did stipend amount increase over last year?
2. What is the connection between the number of students who participate and the stipend amount? Has the program changed?
3. Were any clubs dropped last year?
4. Did the semester length next year influence the share of Scholastic Bowl and Snowball?

While it was noted that a report had been presented to the Board of Education last October that contained some of this information, there was question about whether the stipend could correlate to the number of students.

A long-standing Stipend Committee does consider the attendance of the co-curricular activities and decides if they should be continued or not. A matrix was designed at the time these stipends were negotiated based on how many times they met, the number of students who attended, etc. These stipended amounts are what have been agreed upon by the faculty and the Board of Education.

Further information will be brought to the May 10 Board of Education meeting. Any further questions should be forwarded to Human Relations.

Finalization of Board of Education Budget for FY 2013

It was the consensus of the Board of Education members to approve its own budget under the Action portion of the agenda, as presented.

The budget now has a placeholder of \$65,000 for a strategic plan. A couple of proposals were higher than this number.

A suggestion was to use one of the retreats next year for a Beyond Diversity Training, as not all Board of Education members had participated in that training in the past. The cost for this will be researched.

A suggestion for an agenda item for a retreat was planning protocol when looking at new programs.

Substitute Teacher Daily Rates

Substitute teacher daily rates will remain at the same level as the 2011-12 school year. This is an informational item only.

Director of Communications & Community Relations Job Position

The Board of Education provided information as to the attributes it would like to see in the

Dr. Isoye provided the Board of Education with a draft of the job description for the Community Relations Director and asked for any suggestions to it. This is being brought to the Board of Education in respect for the fact that whoever is hired will work closely with the Board of Education. The administration will set up a process for vetting the candidates, interviewing them, and selecting someone to be recommended to the Board of Education and because this is a District level employee, it would be appropriate to invite them to meet the Board of Education.

If any Board of Education members have items they would like to add to the job description, they should send them to the Superintendent as soon as possible so that the job description can be posted. Dr. Isoye will then work with Mr. Finnegan on the next steps. Ms. Patchak-Layman had suggested Board of Education participation in this process.

Policy 1410, Rental of Facilities

It was the consensus of the Board of Education members to amend Policy 1410, Rental of Facilities, under the Action portion of the agenda, as presented.

Consent Items

Dr. Lee moved to approve the consent item as follows:

- The check disbursements and financial resolutions dated April 26, 2012;
- The Treasurer's Report for March 2012; and
- The Monthly Financial Reports for March 2012;

seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.

**Personnel
Recommendations**

Dr. Lee moved to approve the personnel recommendations, which included new hires, recalls, appointment, resignations, and stipends; seconded by Mr. Phelan.

The administration will review staffing levels about recalls and look at what opportunities there might be for permanent substitutes. Mr. Rouse will provide the Board of Education with an update regarding the future of the Theatre Department after he meets with its members. Ms. Patchak-Layman noted that students are interested in knowing what is happening as well.

A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

**Amended Budget for
2011-12**

Dr. Millard moved to approve the Amended Budget for the 2011-12 school year, as presented; seconded by Dr. Lee. A roll call vote resulted in five ayes. Ms. Patchak-Layman voted nay. Ms. Fisher had departed. Motion carried.

**Policy 1410, Rental
Of Facilities**

Mr. Phelan moved to amend Policy 1410, Rental of Facilities, as presented; seconded by Mr. Finnegan. A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

**Approval of
Intergovernmental
Agreement with the
Park District of
Oak Park**

Mr. Finnegan moved to approve the Intergovernmental Agreement with the Park District of Oak Park, as presented; seconded by Dr. Lee. A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

**Board of Education
Meeting Dates for
2012-13**

Dr. Millard moved to approve the Board of Education meeting dates for the 2012-13 school year, as presented; seconded by Ms. McCormack. A voice vote resulted in all ayes. Motion carried.

**Approval of
Amended
Calendar for
2012-13**

This item was withdrawn, as no amendment was necessary.

**Board of Education
Budget for 2012-13
School Year**

Dr. Lee moved to approve the 2012-13 Board of Education budget as presented; seconded by Mr. Finnegan. A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

**Collaboration
Of Early Childhood
Care & Education**

Mr. Finnegan moved to approve the Agreement for Services with the Services with the Collaboration of Early Childhood Care & Education for the two year term beginning July 1, 2012 through June 30, 2014 in the amount of \$30,600 annually; seconded by Dr. Lee. A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

Food Prices

Dr. Millard moved to approve maintaining the same breakfast and lunch combo prices for District 97 and 200 for the 2012-13 school years as they were in the 2011-12 school year; seconded by Ms. Patchak-Layman. A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

**NIIPC's Request
For Proposals**

Mr. Finnegan moved to approve the rollover bids for the Northern Illinois Independent Purchasing Cooperative (NIIPC), as presented; seconded by Dr. Lee. A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

**NIIPC RFP for
Juice Products
And Pre-assembled
Breakfast Bags**

Mr. Finnegan moved 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; seconded by Dr. Lee. A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

**O&M and Capital
Projects Fund
Transfer**

Mr. Finnegan moved to approve the Resolution to Transfer Funds from the Operations and Maintenance Fund to the Capital Projects Fund, as presented; seconded by Dr. Lee. A roll call vote resulted in six ayes. Ms. Fisher had departed. Motion carried.

District Reports

Ms. Patchak-Layman reported that the Concert Tour Association is to vote on its name change and bylaws at its May 14 meeting. The purpose for both is to be more inclusive of subgroups, i.e., orchestra, marching band, etc. The name has yet to be decided. Dr. Lee reminded the Board of Education that the Concert Tour Association was recognized by the Board of Education for a specific purpose. He felt the Board of Education should approve its request to change its mission. Ms. Patchak-Layman will report this information to CTA.

Adjournment

At 11:12 p.m. on Thursday, April 26, 2012, Dr. Lee moved to adjourn this meeting; seconded by Ms. McCormack. A voice vote resulted in motion carried.

Terry Finnegan
President

Amy McCormack
Secretary