

September 23, 2014

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, September 23, 2014, in the Board Room and Little Theatre of the OPRFHS.

**Call to Order**

President Phelan called the meeting to order at 7:00 p.m. A roll call indicated the following Board of Education members were present: Thomas F. Cofsky, Dr. Steven Gevinson, Dr. Ralph H. Lee, Dr. Jackie Moore, Sharon Patchak Layman, John Phelan, and Jeff Weissglass. Also present were Dr. Steven T. Isoye, Superintendent; David Ruhland, Director of Human Resources; and Gail Kalmerton, Executive Assistant Clerk of the Board.

**Closed Session**

At 7:04 p.m. on Thursday, September 23, 2014, Mr. Phelan moved to enter closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; seconded by Mr. Weissglass. A roll call vote resulted in all ayes. Motion carried.

At 7:38 p.m., the Board of Education resumed open session and moved to the Little Theatre.

**Visitors**

Joining the meeting were Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Dr. Gwen Walker-Qualls, Interim Director of Pupil Personnel; Karin Sullivan, Director of Communications and Community Relations;

**Visitors**

Community members Kim Allgood, Karen Anderson, Michael Baldwin, Dana Connell, George Brennan, Tom Kindler, Bill Sullivan, Jennie Affelder, Mia Andseoli, Patrick Callahan, Mary Case, Katharine Christmas, Elsie Connell, Theresa Czarnik, Julie and Olivia Elinger, Tim Ferrard, Wayne Frulch, Steve Gillmar, Linda Glennie, Sharon Henk, Michael Hennino, Sheree Johnson, Krista Kaplan, Gary Kaplan, Rich Kievgar, Jacob Lafgren, Allison Lundeen, Alejandra Moarney, Sue McFarlin, Luke McGuire, Tony Nowak, Arlene Pedraza, Kevin Peppard, Ellen Pimentel, Jameel Rafia, Steve Saraceno, Jack Sheehan, Traci Smith, Eric Sorenson, Amber Stitzel Pareja, Dennis Podsoiski, Lisa Parker Weisman, Briet Pope, Peter, Alyssa and Anders Ryan, Charlie Ryan, Lisa Sorenson, Karen Steward-Nolan, Georgana Swanson, Julie Thomason, Jocelyn Weisman, Karin Weled, and Deborah Wess; Stan Jagielski of Henry Bros., Michael Werthmann of KLOA, Mary Haley of the League of Women Voters, Patrick Brosnan and Julie Lloyd of Legat Architect; Toni Biasiello, Joyce Gajda, OPRFHS, Jim Geovanni, Naomi Hildner, Eleanor O'Keefe, John Stelzer, Clyde Lundgren, Peter Quinn, Clay Reagan, and Kayla Tando; Jana Barber of the Trapeze; and Terry Dean of the Wednesday Journal.

**Public Hearing**

At 7:39 p.m., Mr. Phelan call this Public Hearing to order on Thursday, September 23, 2014 for the Oak Park River Forest High School 2014– 15 Budget. This budget was presented to be placed on display at the August 19

Special Board of Education meeting per state code for 30 days prior to final adoption. Notice of this Public Hearing appeared in the Wednesday, August 20th publication of the *Wednesday Journal Newspaper* and Thursday, August 21st publication of the *Oak Leaves Newspaper*. He asked for any written or oral comments to be received. At 7:40 p.m., Mr. Phelan closed the Public Hearing.

### **Public Comments**

Dana Connell, resident of 538 N. Elmwood, Oak Park, attended every Board of Education meeting concerning the pools. She spoke about the time when the girls swim team lost an entire season when the pool was not operational. They had to practice at another school, arriving back home after 9:00 p.m., and then the girls had to do their homework. The pools are used from 5:00 a.m. to 9:00 p.m. or later. She could not think of many places that were used for 15 hours per day. The aquatics community is not seeking an Olympic size pool, it wants a 50 meter, 8 lane pool.

Jocelyn Weisman, resident of 331 S. Euclid, Oak Park, is captain of water polo. She spoke about how often the pool is used and by whom, noting that the number of people who use the pool continues to grow and the risks continue. General health concerns exist about the air quality and it is difficult to get through a hard practice, as it is difficult to breathe, and the wet pool floors are slimy and slippery. A year ago nets were put up over the water, because the ceiling was failing on the swimmers. The water polo team practices the most and they feel they should have a safer environment during the many hours that they swim each day.

Gary Kaplan, 1026 Woodbine Avenue, Oak Park, and spoke about how much it would cost to build a garage, the cost of servicing it, and how much money it would generate.

Lisa Parker Weisman, 331 S. Euclid, Oak Park, spoke about a pool being an asset for students and the community. She thanked the Board of Education for being open about the process. She also spoke about 2 Netflix programs in which the main character were both females with intensive jobs and they both swam to keep their sanity. She thanked the Board of Education for its past and future work in this endeavor.

Bill Sullivan, resident of 825 Home Avenue, Oak Park, president of Youth Baseball which representing 1500 children, ages 5 to 14. It is the primary feeder program for OPRFHS baseball and softball programs. He was disappointed that the agenda said a vote would be taken on a site, because at the last meeting, there was discussion about seeing two presentations by the Board of Education at this meeting. He was concerned that the Board of Education's position was not to choose winners or losers. Placing a natatorium on the baseball field or Lake Street did that. He liked the parking deck location or reinvestigating alternatives sites. He asked the Board of Education to choose a site that did not interfere with any ongoing programs.

Allison Lundeen, resident of 846 Forest, River Forest, attended every meeting about the pool as her children were on the swim team. She commented on the timeline. Her daughter had a massive asthma attack that night due to the air quality. She urged the Board of Education to choose the parking garage site

quickly. She was sorry this was so much work and thanked them for the work they had already accomplished. She asked them not to delay.

Luke McGuire, resident of 1105 Wisconsin, Oak Park, and Head Boys' Swimming and Diving Coach, agreed that OPRFHS needed a new, larger pool, but not an Olympic-sized pool. He recommended installing a separate diving well with capability for water polo and synchronized swimming. He suggested considering having ample deck space and storage and 900 spectator seating would be needed by ISHA competitive swim, which would put emphasis on Oak Park and swimming. He recommended high ceilings for clean air and sound. He recommended DE filter, automated CO2 for PH. With proper planning, the high school could accommodate a multiuse facility. He felt that everything could be put on the parking garage and, perhaps, in the current space.

Steven Saraceno, 725 S. Kenilworth, Oak Park, IL, believed a new pool was needed. Putting a pool on the parking garage site would not take anything away from the sports. He spoke about the recognition that OPRFHS received from the Field Hockey event the past weekend as there were teams from Kentucky, Texas, Missouri and Michigan. He asked the Board of Education to think about all of the other sports, not just swimming, even though he was sorry for the conditions of the pool.

Katie O'Keefe, resident of 1105 Wisconsin, Oak Park, community member and teacher, spoke about parking. She was concerned about eliminating the garage until a parking study was completed. In the winter, it is difficult to park. She felt it would better to have a fast pool, rather than a slow pool, and to use collapsible bleachers. She worried about spending on facilities while not willing to pay the school social worker wage and then he/she leaves because he/she can get a higher paying job. She asked the Board of Education to think about the human resources, not just the facilities resources.

Tracy Smith, resident of 7703 Washington, River Forest, spoke about transporting students for practice. Students get home late at night and have little time to prepare for tests, do their academics and, thus, prepare for their future. She hoped for a place on campus so that all students could be united.

Tom Kindler, 813 Clinton Avenue, Oak Park, spoke on behalf of Oak Park AYSO, for which he was the regional commissioner. That organization supported building a new pool, understanding the pool is beyond its expected life. However, it was difficult to talk about it when the proposed site without knowing what programs would be impacted. While it seemed like aquatics has been well represented in the discussion, it did not seem like other programs had been included. Understanding that this is a difficult decision, he asked the Board of Education to delay deciding the site until it can be communicate what programs would be impacted.

Jim Geovanni, a 15-year OPRFHS faculty member, and senior member of PE department, suggested considering the renovations to the Fieldhouse because the PE department is one of the best in the state. He suggested looking at the Homewood Flossmoor field house, as it was outstanding.

Deborah Wess, 208 S. East, Oak Park, was shocked at how unprepared the Board of Education was to make a decision at the August Board of Education meeting. She asked if the two suggested alternatives had been explored. Because of the many questions about a new site, what to do with the old site, referendum timing, it was detrimental to the community to rush into this decision.

Toni Biasiello, an OPRFHS teacher who lives in Chicago, spoke about the faculty's concern of not having enough parking. Many of the staff working in the building do not live in the community and have to drive to work. She asked that a parking study be completed in order to know how the lack of the parking garage spaces would affect parking, as safety is an issue for those who work late hours.

Steve Gillman, resident of 121 Wesley, Oak Park, has 3 children and 2 go to the high school. He is president of Chicago Edge, a soccer club, which has 45 teams, 635 players aged 6 to 18 years old, and 90 percent live in Oak Park and River Forest. One thing that has challenged the club is the shortage of fields in this community. It would be a mistake to do anything which would diminish the size of the athletic fields. The Lake Street field is beautiful new turf and it is used in both the fall and spring. The community uses the track. With regard to the pool, the Board of Education has 3 poor choices. A parking garage is needed and there are not enough fields as it is. He felt a state-of-the-art pool should be built offsite, possibly on Madison Street and the high school could partner with the Park District to defray some of the cost.

Peter Ryan, resident of 411 Augusta, Oak Park, thanked the Board of Education for all of their hard work and being open and communicative and accountable to the public and he expected that would continue. The size of the pool is important. Many stakeholders believe that a 50-meter pool is a better solution, as it provides tremendous opportunity. His opinion was that it was the right thing to do.

Lisa Sorensen, resident of 138 S. East Avenue, Oak Park, parent of 4 children that have or will be attending OPRFHS and have participated in various athletics, as the Board of Education to take more time to make this decision, it would make a difference for 50 years. It was disconcerting to her that the Village of Oak Park and the Park District had not been talked to within the last two weeks. If this is a community pool, then why not have the Village of Oak Park and the Park District part of the conversation. It may be that the cost is prohibitive for this community.

Wayne Frulch, resident of 308 Home Avenue, Oak Park, thanked the Board of Education for considering the pool options. He believed a decision needed to be made or it needed to be put it up for a referendum. He agreed with some people that the parking garage site would be best suitable, but other parking options would need to be considered for the safety of the teachers. Putting the pool on Lake Street would be too disruptive. Putting it on Madison is not viable for the students, i.e., PE classes, etc. Renovating the pools is not viable as the amount of money needed for maintenance would be exorbitant.

## Swimming Pool

Mr. Phelan thanked the community for sharing their comments and moved on to the agenda item for the approval of the swimming pool site.

Mr. Altenburg referred to executive summary, timeline, and pool chart and then introduced Michael Werthmann of KLOA who had been retained to do a parking and traffic study to 1) determine existing parking inventory and occupancy of the garage and on-street parking 2) existing traffic conditions and 3) the ramifications that the proposed location would have on Scoville Avenue. Mr. Werthmann reported the following.

The purpose for performing the parking survey was to determine the existing inventory, restrictions on the on-street parking, and occupancy. The study area for the project generally is bounded by Lake Street on the north, Ridgeland Avenue on the east, South Boulevard on the south and East Avenue on the west and includes the following intersections.

Lake Street with Ridgeland Avenue  
Lake Street with Scoville Avenue  
Lake Street with East Avenue  
South Boulevard with Ridgeland Avenue  
South Boulevard with Scoville Avenue  
South Boulevard with East Avenue  
Scoville Avenue with the parking garage access drive.

KLOA conducted peak period vehicle, pedestrian and bicycle counts at the seven intersections within the study area. The traffic counts were conducted on Tuesday, September 9 and 16, 2014, during the morning (7:00 AM to 9 AM) and afternoon/evening (2:00 PM to 6:00 PM) peak periods and Saturday, September 6, 2014 during the late morning peak period (10:00AM to noon). Based on the results of the traffic counts, the weekday morning peak hour of traffic occurs from 7:15 AM to 8:15 AM, the weekday afternoon peak hour occurs from 3:00PM to 4:00 PM, the weekday evening peak hour of traffic occurs from 5:00 PM to 6:00 PM and the Saturday peak hour occurs from 11:00 AM to noon. KLOA counted cars every hour on 3 occasions, weekday from 7:00 AM to 5:00 PM, weekday evenings from 6:00 to 9:00 PM, back to school night, and Saturday from 7:00 AM to 3:00 PM to catch the Farmers' Market.

During the school day, 630 spaces are reserved for staff parking, 300 of which are in the parking garage, 100 spaces are located in Lot 22, just east of the campus on Lake Street, and 222 spaces on the street which are reserved for students and staff and are on the boundary of the campus. Of those 630 spaces 465 are for staff and 166 are for students. The parking garage makes up about 50% of total parking and 65% of staff parking. On-street parking, next figure, shows available parking on weekday or school day. He used 3 colors, the primary study area and 3 secondary study areas. The colors in green around the campus represent on-street parking reserved for students and staff, yellow represents unrestricted parking (available for students and staff), and red is restricted that is not available for students and staff during the school day (pay, metered or permit, time restrictions), time limits (1- 2, 4 hour parking, etc.). Primary study area is restricted and not available to students and staff. Generally located north of Chicago and east of Ridgeland, 2 or 3 blocks from

the campus. The parking demand, went out and conducted parking occupancy counts. The peak demand of approximately 265 vehicles was from 10 to 2 p.m. on weekdays (100%), and Saturday, 146 vehicles (50%). As it pertains to on street demand. Weekday evenings most of the primary and secondary areas are open for parking in the garage and on Saturday, most of parking is open.

On street parking demand, those parking spaces reserved for the school, green spaces, had peak occupancy of 70%, 60 spaces were available mainly along south Blvd. The request for student parking is down this year which explains the available parking on South Blvd. The primary study area in the yellow reserved for staff and students, 77% of those were occupied, many by students parking along Chicago Avenue as well as Ridgeland area. The red area was 25% was occupied. During the school day there are 1,000 spaces that are unoccupied, but there is very little parking in that restricted area. Next the company looked at the ramifications if the garage is eliminated and the parking restrictions were changed. The majority of staff and students would have to park in the yellow areas along Chicago and north of Chicago and the north side of Ridgeland, which is 2 to 3 blocks from the campus. There would be sufficient spaces to accommodate the staff. A typical north/south block can accommodate 19 to 21 vehicles and east/west blocks 14 vehicles. They recommended changing the restriction on one side of the block so that the other side would be available for residents. Taking those numbers and dividing them by those parking in the garage, parking restrictions would need to change on a minimum of 15 to 20 blocks in the study area. As it pertains to weekdays and Saturdays, parking is available but it will require more vehicles to park further from the school and it will be a longer distance to walk to the school. He noted that the garage at Oak Park and Lake Streets Avenue Garage is 54% occupied at peak times; so of 535 spaces, upwards of 250 are available. There is no rule of thumb as to how far a garage would be to be inconvenient.

The second study was to consider traffic conditions in the area and determine the ramifications of vacating Scoville between Lake Street and South Blvd. The study area was Lake (north), Ridgeland (east), south Blvd (south), and East Avenue (west). These roads were chosen for the study area because they would most likely accommodate the traffic that would be traversing Scoville. They collected data on existing characteristics and operations of the roadway systems and conducted daily traffic counts on Scoville Avenue on Tuesday and Saturday and intersection traffic counts at 7 intersections, Lake Street and East, Lake Street and Scoville, Lake and Ridgeland, South Blvd. and Ridgeland, South Blvd. and Scoville, and South Blvd. and East, as well as the parking garage.

Mr. Werthmann provided existing peak hour traffic count. Those intersection traffic counts were conducted on a weekday from 7 to 9:00 AM, 2 to 6:00 PM during the weekday, and Saturday during the farmers market from 10 to noon. In addition, pedestrian and bicycle counts were conducted. As part of their review and evaluation, 3 major subjects was examined, one was functional and characteristics of Scoville, volume of traffic traversing, and the operation of the roadway system. The last figure provided an aerial of the study area. Scoville is a local road, one lane in each direction with on-street parking on both sides, generally serves the residential area to the south, as well as the high school, Ridgeland Street, Farmers Market as well as businesses and institutions in the

area. Elmwood has been vacated for years between Lake Street and South Blvd. As such, Scoville is the only north/south local road extending between Ridgeland on the east and East Avenue on the west which is classified as a collector road. The elimination of this would further reduce the bridge system that exists in Oak Park that provides additional circulation access. Scoville provides additional access and circulation to the area as well as to the high school and to the Farmers Market and Ridgeland Commons. It is also used as an additional drop off and pick up location for the school. While a local road, Scoville provides secondary access in circulation as well as for loading and parking. Based on the traffic volumes, Scoville has a daily traffic volume of about 1,300 vehicles per day, East Avenue carries about 3,100, and Ridgeland carries about 16,000 per day. During peak hours, Scoville had a two-way volume during the morning peak hour of 210 vehicles, afternoon peak hour 130 vehicles, evening peak hour 110, and Saturday peak hour 170. Peak activity is before school and on Saturday with Farmers' Market. Based on the redistribution of traffic, it is estimated that the vacating of Scoville will increase the traffic on Ridgeland in the 5% to 7% range and increase the traffic on East Avenue in the 20% to 25% range, given the redistribution of traffic. Existing roadway system was reviewed and the intersections are graded on level of service, the operation, similar to a grading scale in school. The level of service ranges from A to F based on the delay experienced at the intersection. "A" would have limited delay and "F" would be the worst, heavy congestion, delay. In a service area, a "D" or better is considered acceptable. Based on existing conditions all of the intersections in the study area, they operate at a good level of service: C and D during the weekday morning and evening computer peak periods and C and D during the afternoon. Some of the movement are at operating levels of service D or E during the morning which is common in urban areas.

Distributing the traffic on the roadway system, assuming the vacation of Scoville Avenue. They ran the analysis again and assumed parking garage remained and discovered that all intersections would continue to operate at a good level of service, which indicates that there is sufficient reserved capacity to accommodate the redistribution of traffic, the overall increase and average delay at the intersections are 5, 6, 7 or 8 seconds. Some intersections have longer increases in delay, i.e., East and Lake and East and South Blvd. Several of the intersections are projected to drop a level of service from C to D, most during the morning peak hour. Improvement and modification could enhance operation of the street system and mitigate the impact of redistributed traffic volumes, i.e., signal timing adjustments, as well as providing additional personnel to further help direct traffic at some of the intersections and pick up and drop off, and pedestrians crossing the street. Also, Lake Street and East Avenue seems to be a major concerns where capacity constraints exist. They suggested providing a separate right turn lane on East Avenue north bound at Lake Street, which would require roadway widening and the elimination of on-street parking in that area. With the roadway improvements, the roadway system has sufficient reserve capacity to accommodate the redistribution of the traffic. Regarding the localized congestion, it will add to it. The analysis says it is difficult to quantify how loading provided on Scoville would be redistributed to the various roads, i.e., East, Scoville Avenues, etc. It will add to the delay and the queuing before and after school, and during larger events.

Dr. Isoye reviewed the timeline and chart that had been included in the packet which gave a history of this work. The chart was put together for one to understand all of the various sites. It was determined early on that a new and larger pool was needed. Fixing the current pools fell off the table because a bigger pool was needed. The committee determined that there was no clear decision for a site. The committee looked at the utilization and various impacts on the school and recommended in April 2013 further study of potential sites, i.e., east pool south gym, tennis courts, the Lake Street field (no Scoville), the parking garage, the north cafeteria, the field house, and the west pool. Some of those sites fell off the radar. Other sites were considered and there was the discussion about putting the tennis courts on the roof, putting a pool within existing parking garage footprint, next to it, above, it or below it, Lake Street and the impact of the fields, the North Cafeteria, the Fieldhouse because it might have to be accessed as the west pool was blended with it, and the Fieldhouse itself. After the matrix was put together, it was scored, and the sites that had the highest ratings were the east south field, the garage and the Fieldhouse west pool.

Next the discussion was moved to the Long Term Facilities Team, considering what would happen as enrollment increased. They looked at the footprint of the entire building. The feedback from that group and concern was about sites.

The Board of Education directed it go back to the committee and the administration's recommendation was to add the garage, the baseball field and the tennis courts back into the discussion. In December, the Board of Education approved doing feasibility studies on 3 sites. The administrative subcommittee, including a few Board members, had talked about this and suggested that an Olympic-sized pool be considered because it had learned that there was a minimum cost increase from a stretch pool to an Olympic pool. At the April 24, 2014, Board of Education meeting, a feasibility study of costs was presented, a matrix, a menu of different things to consider, and the costs and included things that went beyond the building, contingencies, soft costs, etc. The feasibility study was on the baseball field, the garage, and vacating Scoville Avenue to have an expand land mass in order to build. At the August 19 Board of Education meeting, matrixes were presented as was the impact of all athletics. At that time, it was discovered that not everything was considered and, thus, the Board of Education retracted the recommendation. From that point on, the majority of the Board of Education supported a new pool.

Mr. Phelan spoke of his work with Frank Lipo of the Historical Society, noting that a great deal of history existed with regard to connecting the current buildings. When the current pools were built, the school itself was north of Ontario Street, which was still open, and students had to cross Ontario for two years. Because chains were put up to help students cross the street, accidents occurred. As a result, a tunnel was built and for the next 37 years, students went back and forth through the tunnel. It actually built the areas of today as that is why students of today walked through the hallway to go to gym class. The pieces of the building that were put together today were built at various points in time for significant amounts of money, i.e., the Fieldhouse, the academic building north of Ontario, etc. In 1967, a connector was built, fields were



created that crossed the street, and for the full 2 blocks, there were baseball fields, tennis courts, etc. He raised the question as to the amount of money that went into the high school and he was trying to come to the conclusion of whether this was an extravaganza or just one more thing in the long line of improvements to the high school, or just this Board of Education's turn.

Mr. Phelan continued that the Board of Education has not agreed on a site. In order to proceed, an understanding was needed as to whether or not the Board of Education members were ready to debate and vote on a site or whether more had to be studied. Dr. Isoye previously laid out three years of history that got the Board of Education to this point and yet a problem existed in that the majority of the Board of Education seats had changed and the prior Chief Financial Officer, the leading force on this, left the district. Thus, new people are involved and being educated as to what has thus far happened. Because the swimming community is anxious to make something happened, he moved to select a site to build a pool that evening; seconded by Ms. Patchak-Layman.

Discussion ensued. Dr. Lee spoke against the motion to select a pool tonight. He had been trying to find a way to say something without sounding enormously selfish. He believed he was elected to have exactly one-seventh say so in the major things the Board of Education does, but he had been told that a committee made the decision to drop the combination of the east pool and the south gym from consideration. He was told that it was too expensive and too inconvenient but no evidence as to that fact was presented. He believed that OPRFHS did need a larger, new pool. He wanted to know how many office spaces would be eliminated, how many locker rooms, etc. He wanted to track the space, answers to the Board of Education questions, and more information from the taxpayers. Also, the 3 proposed sites leave the demolition of the old pools to another group of taxpayers at some time in the future. Thus, he did not believe the Board of Education was ready to make a selection.

Mr. Weissglass expressed appreciation to the Board of Education members for the work done and to the citizens who expressed their different interests, all of which had been taken into account. He had received 50 emails in 3 days. He shared his desire for an excellent aquatics facility as soon as possible. Previously he spoke about his interest in studying the parking garage. From the report, it sound as if a thousand parking spots on the street could make up for the 260 that would be lost if the parking garage site was chosen, although that did not take into account the distance people would have to walk and the significant objections to the change in parking regulations. He was less encouraged that taking down the garage was a good idea, but the only one he thought was viable. Even aquatics people did not want anyone to choose between it and another sport at the school. He was more worried now that the garage is not a good option, leaving only deciding on the least bad option. The main approach he wanted to see the Board of Education take was one that combined both an offsite option in order to share with the community (collaboration with the Park District of Oak Park, the Village of Oak Park, and the Park District of River Forest) and an onsite option (renovating both pools). This may be a chance to solve the problem in a win/win way, i.e., increase the capacity in the town, collaborating with the citizenry of this community. That

conversation should include aquatics, sports, adults, neighbors, taxpayer advocates, and philanthropic groups. This was not a motion.

Mr. Phelan reiterated that a tremendous amount of effort has been devoted to this already and while more conversation and research may occur, he had compassion for the swimming community that will continue to suffer. He believed it was this Board of Education and this community's turn to add an asset to the District. He agreed with public comments about the reason for the communities to be as they were was because of the excellent school system. If the Board of Education fails to continue to invest in that system, it would mean a long road of dismantling these communities. The reason for convening the FAC last year was to discuss the fund balance. While everyone wants a new pool, the neighbors, faculty, and staff are concerned about losing the parking garage. The baseball community talks about how displacing the baseball field would dismantle the top baseball team in the state, but he did not agree. However, placing the pool on that site, left out activities, thus, it was not the clear option. He thought losing field space across the street would be difficult, but he was not interested in PE classes crossing the street in the winter. No one wants the site they are most interested in to be the one picked, but everyone agrees something should be built. He did not believe the Board of Education would be in a better position in two or three months' time to make a decision. He left it open to Board members who have new ideas. Not all of the questions are answered but there is no building where the shovel breaks the ground where all of the questions have been answered. The journey of a 1,000 miles begins with a first step.

Mr. Cofsky was not yet ready to make a decision that would have a 50-year impact, and while good progress had been made, he felt questions remained unanswered. He needed to review the parking information, noting that it opened up the parking garage option. While there was an urgency in making the decision, if a decision were made, much resources would be expended prior to going for a referendum while not knowing if the referendum would pass. That did not make sense to him. Thus, there was time to pursue unanswered questions.

Dr. Moore reflected on her knowledge of the process, referring to the timeline presented. When the majority of the Board of Education turned over, it was immediately presented with the Strategic Plan and the pool situation. She wanted as much information as possible because of the amount of money it would cost. She was not ready to make a decision tonight because of 1) the discovery in August that the baseball field dimensions were wrong, 2) the timeline of money spent, and 3) the delays with the old pools. Her primary responsibility was to the community, the students, the athletes and the staff. The Board of Education is being pushed into taking responsibility for providing a facility to the entire community due to the closing of the Concordia and hospital pools, and that, as a high school, feels overwhelming. She was concerned about the safety of students in PE and athletes. It was disturbing that the pools have been closed down for leaks and air quality. She also asked what would happen with the old pools. While she felt insulated from the information from the committee, she took responsibility for not pursuing it.

Dr. Gevinson echoed Mr. Weissglass' statements about appreciating the work, and he appreciated Mr. Phelan's leadership, but was not ready to vote yet on a site. He felt bad about the students who have to swim in those pools, the delay in selecting a site and then breaking ground. He remembered talk about major problems with the swimming pools in the 1980's. Part of the reason that making a decision has taken so long is that it must be a thoughtful decision as there are tremendous consequences and expenses. The sites proposed are all terribly flawed. Although a huge amount of information exists, yet other options had promise and he wanted them explored. He too wanted to give consideration to the \$17 million it would cost to demolish the old pools.

Ms. Patchak-Layman explained that the charge of the Long-term Facilities Committee was to look at what would happen to the pool space. While it needed direction from the Board of Education, it was not looking at the pools alone. It was part of the LTF Plan, considering increased enrollment, and what would be the best use of those spaces. The first decision is about the pools. If there is a delay in the decision, it has a domino effect on the building with the LTFP. None of these things will take place even if they were approved that evening, as it is a 2-year building process. If the Board of Education decides to keep the pools where they are that will be factored into the LTFP. If the pool is built external to the building, then decisions can be made as to what happens to the present pool space. Having an internal committee about the pools makes having the information transparent difficult. Having sat on both the Pool Committee and the Long-Term Facilities Committee, she was not interested in having another committee with more stakeholders. She also did not want to lose green space. She felt the parking garage would be the best space for the pool. She felt the space where the garage sat would be better for the students and community at large. Building a pool in this location would not impact a student's education. She wished for a way to do something temporarily while students are here, because of health concerns. The sooner it can be done, the better, and her preference was to take a vote that evening.

Dr. Moore appreciated the information Ms. Patchak-Layman shared about the LTFC and the need to move forward on a decision. She agreed that the sooner the Board of Education decided the better. She hoped that if the parking garage was the site that was chosen, quick work would be done to insure that the staff and students who stay here late are provided with a safe alternative.

The initial investment for architectural drawings in advance of going for a referendum in order to break ground in June would be between \$500,000 and \$700,000, which would cover the cost of the design team, the construction manager, the civil engineer, and consultants to begin an intense design project that would take 5 to 6 months to complete. The site would have to be chosen by January 19, 2015 in order to be placed on the ballot for the April election.

Ms. Patchak-Layman responded to Dr. Lee's question about why the combination of the east pool plus the south gym was inadequate, saying that a place for the south gym could not be found; it would not fit if the west pool was eliminated. There was also not enough room to tear out the west pool and build a gym there. Dr. Lee suggested including the closet space along the wall. He had measured the area of the south gym and the area that is occupied by the

west pool and suggested taking the additional storage space behind the pool and east of the west pool, as that was a greater area than the existing south gym. He suggested doing a feasibility study, acknowledging that it would cost money. Dr. Isoye added that grandfathered in were the height and depth of the pool and if a change were made, it would affect the weight room, dance room above that space. The girls' locker rooms, weight rooms, classrooms, and likely a third floor gym would be unavailable in order to make a larger space for the pool. This is not meant to be complete but to give an idea of the journey. While Dr. Lee did not believe the problems were unsolvable, Dr. Isoye said the problems were significant enough to make a decision not to bring that space forward to the Board of Education.

Mr. Weissglass reflected on Dr. Moore's observation that an aquatics report was done during the time of the Board of Education elections, but was never a part of the election conversation. If this issue were part of the election conversation this spring, he did not think that would be bad. He felt the LTFC was problematic, as it presented a \$50 million plan, which included moving the entrance, a total renovation, and at the same time the pool was said to cost just \$20 million. The District does have to review how to accommodate growing enrollment and that did not include \$15 million to recapture the pool space. He did not support putting the pool on either of the fields, because there was no solution to the tennis courts. He too felt he need to digest the parking study garage question and determine if it will work. He was interested in receiving more feedback from the communities or having a Board committee to consider whether any of the sites should be revised or if alternative proposals should be considered. He did not believe a decision would be reached by January. He also noted that if OPRFHS was going for a referendum, whether bonding for any portion of this, District 97 will go probably up against District 97's referendum in 2017.

Ms. Patchak-Layman wanted more clarification about the need for referendum. Dr. Moore did not favor looking at any options that are internal to the school that would disrupt students, so the east option and south cafeteria are not viable. The parking garage is viable if simultaneously a solution for parking for teachers and staff were found, as it is a safety issue.

A roll call vote resulted in 4 nays and 3 ayes. Dr. Moore, Ms. Patchak-Layman, and Mr. Phelan voted aye. Motion failed.

Mr. Phelan moved to form a Board of Education committee to further study pool sites that shall operate under the Open Meetings Act and report back to the Board prior to the end of the year in order to enable the Board, if possible, to select a site in time to fashion a referendum for the Spring 2015 election; seconded by Dr. Moore. A roll call vote resulted in all ayes. Motion carried.

Dr. Moore suggested that Mr. Weissglass lead that committee because of the good job he did with the FAC and there were lots of architects and engineers in the community. Mr. Phelan will appoint the committee members.

At 10:19 p.m., the Board of Education recessed its meeting to return to the Board Room. And resumed at 10:30 p.m.

<b>FOIA Requests</b>	Ms. Kalmerton reported that no FOIA request had been received.
<b>Student Council</b>	None
<b>Faculty Report</b>	None
<b>Superintendent's Report</b>	<p>Dr. Isoye reported that in late August, special education teacher, Octavius Bellamy wrestled at the Veterans World Wrestling Championships in Belgrade, Serbia, where he won two bronze medals. Mr. Bellamy wrote an email thanking faculty and staff for their support.</p> <p>Dr. Isoye congratulated the 18 students placed as National Merit Scholarship semifinalists in the 2015 program. They were: Ryan Blankemeier, Andrew Borgdorff, Elliot Brunk, Jay Faris, Patrick Gardner, Emily Gilbert, Noah Halpern, Eloise Kowal, Moira Larkin, Samuel Lisak, David Messina, Sage Pope, Thomas Reynolds, Fiona Ryan, Daniel Wheelock, Ursula Wildfield, Emily Wood, and Liam Zeller.</p> <p>Dr. Isoye noted that The Best Buddies car wash raised \$1,500 and won recognition from the Governor's Council on Health and Physical Fitness as a healthful fundraiser.</p> <p>Dr. Isoye stated that senior Miles Blum will make his Chicago stage debut as Tobias in <i>Sweeney Todd</i> at the Porchlight Music Theatre, October 3–November 9.</p> <p>Dr. Isoye congratulated the 2014-2015 editors of <i>Crest</i>, the annual OPRF literary publication: Editor-in-chief Sarah Cannon, senior editors Joseph Jordan Johnson and Sebastian Beaghen, and new editors Max Gugel-Dawson, Kelly Sandoval, Sade Coffman, Siobhan Doherty, and Marshanah Taylor,</p> <p>Dr. Isoye noted that Japanese teacher Yoko Schmadeke was awarded a \$3,000 grant to support the annual Japanese Fest she and her students organize each winter.</p> <p>The following items were removed from consent agenda:</p> <p>Item: A.11, Adoption of FY 2015 Budget; B. Policies for Amendment; D. Open and Closed Session Minutes.</p>
<b>Consent Items</b>	<p>Mr. Phelan moved to approve the following consent items:</p> <ul style="list-style-type: none"> <li>• Check Disbursements and Financial Resolutions dated September 23, 2014</li> <li>• Monthly Treasurer's Report</li> <li>• Acceptance of Gifts and Donations</li> <li>• Personnel Recommendations, including New Hires and Resignations</li> <li>• Contract with Healthcare Pro</li> <li>• Contract for Physical Therapy Services</li> <li>• Contract for Speech Services</li> <li>• Contracts with Pacific Education Group</li> </ul>

- Transportation Contract RFP
- Mass Transit Exclusion Board Resolution
- Policies for First Reading
  - Policy 2:20, Powers and Duties of the School Board; Indemnification
  - Policy 4:60, Purchases and Contracts
  - Policy 5:30, Hiring Process and Criteria
  - Policy 5:260, Student Teachers
  - Policy 5:330, Sick Days, Vacation, Holidays and Leaves

**FY 2015 Budget**

Mr. Phelan moved to approve the FY 2015 Budget, as presented; seconded by Mr. Weissglass. Discussion ensued.

Note: OPRFHS received \$468,000 in FY 2014 from the Downtown TIF. Mr. Altenburg is meeting with quarterly on the Madison Street TIF.

A discretionary resources form has been developed to request resources for new activities or pilots. That form has been shared with administrators, the oversight implementation teams. Any requests can be brought to the Board of Education as part of the amendments in the April timeframe. As to what will come forward with regard to the Strategic Plan is unclear at this time but it first will go to the Finance Committee and then to the Board of Education. This process is a result of the request to narrow the variance. Overall, the budget reflects the tax levy reduction and the District reduced its estimated ending fund balance based on the FAC's recommendations. A request has been made to work on the fund balance policy and marginal deficit policy.

A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

**Amended Policies**

Mr. Phelan moved to amend the following policies as presented; seconded by Dr. Moore. A roll call vote resulted in all ayes. Motion carried.

- Policy 2:260, Uniform Grievance Procedure
- Policy 5:10, Equal Employment Opportunity and Minority Recruitment
- Policy 5:20, Workplace Harassment
- Policy 7:20, Harassment of Students Prohibited

**Minutes**

Mr. Phelan moved to approve the open and closed session minutes of August 19, 28 and September 16, 2014 and declared that the closed session audiotapes of February 2013 be destroyed; seconded by Dr. Moore. A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Ms. Patchak-Layman objected to the destruction of the closed session audiotapes. Motion carried.

**Recognition of Application for District Compliance**

Mr. Phelan moved to approve the Recognition of Application for District Compliance; seconded by Dr. Lee. A voice vote resulted in motion carried.

This is a mandatory requirement.

**Certification Of 2014 Summer**

Mr. Phelan moved to certify the Summer Graduates of 2014; seconded by Mr. Weissglass. A voice vote resulted in motion carried.

## **Graduates**

### **Resolution for Student Acknowledgement**

Mr. Phelan moved to approve the resolution for National Merit Scholarship; seconded by Mr. Weissglass. A voice vote resulted in motion carried.

### **Union Grievance**

Mr. Phelan moved to uphold the Superintendent's decision denying the grievance regarding tardiness; seconded by Dr. Moore. A voice vote resulted in motion carried.

### **Food Service**

Mr. Phelan moved to approve the Tentative Agreement presented by the administration regarding Food and Nutrition Services and the represented group; seconded by Dr. Lee. A roll call vote resulted in four ayes and three nays. Mr. Weissglass, Dr. Gevinson, Dr. Moore and Dr. Lee voted aye. Motion carried.

### **Fund Balance**

Mr. Phelan moved to approve the Administrative Work Relative to Fund Balance and Marginal Deficit; seconded by Mr. Weissglass. A roll call vote resulted in all ayes. Motion carried.

The Finance Committee will be making some policy recommendations and begin to address how the Board of Education should provide guidance with regard to marginal deficit. This request is for the administration to commence some non-file cabinet-ready work to answer a series of questions to frame up those two issues. Any policy recommendations would be brought by the administration to the full Board for its consideration.

### **Student Discipline Retreat**

Dr. Isoye and Dr. Moore spoke with consultant Richard Gray on Friday and proceeded to get further clarification on the timeline, securing a new date, as the consultant had an unanticipated work conflict on November 22, 2014, and the location. Board of Education members will be interviewed individually. The administration is being asked to identify the constituents for the focus group in order to get to the work at the retreat in a timely fashion. The second consultant has other business in Chicago and thus, OPRFHS will be able to maximize its time and lower its cost while allowing more in-person work to be done with focus groups and interviewing. The consultants are also reviewing the 2003 Learning Community Performance Gap, Strategic Plan, and discipline data for the last 6 or 7 years, etc. They may also assign reading assignments for the Board of Education members. In January, there should be action items to review and inform the Board of Education's next steps.

### **IGOV Update**

IGOV will have assembly on October 25. Only 3 board members are available that day, Dr. Lee, Mr. Weissglass, and Dr. Gevinson. It is a gathering of Board of Education members of the six Oak Park governing bodies, each body will do 5-minute presentation using the same template with 4 slides (fund balance, revenue, expenses, and major challenges). Gil Herman will be the facilitator which will encroached with financial stability (triple bottom line how serving our social purpose and environment piece and comprehensive plan). Table discussion about issues and sharing with other board members with other boards. There will be breakout sessions, open to the public, and public comments will be welcomed at the end of the meeting.

The main purpose of the meeting is to get a deeper understanding of the other boards, the overall services they provide and taxes. Each breakout group will prioritize or rank things having to do with 1) finances, 2) social issues, and 3) environmental issues. Everyone will have the opportunity to talk about these items.

The Open Meetings Act (OMA) requires a quorum. Thus, the Board of Education can create a special committee for the purpose of attending the assembly and the president has the right to appoint members to the committee. At the October 23, 2014 Board of Education meeting, a special committee will be created and the president will appoint these members to that committee. The attorney has advised that the District may post the agenda prior to the Board of Education's approval of the committee. Mr. Phelan appreciated the solution and he will appoint those representatives.

While a suggestion for the individual board presentations was made to include how each board saw itself working with other boards and/or its resources, it was noted that the template had already been agreed upon for the slide presentation but it may be part of the breakout sessions. This is for Board of Education members, not administrators. The barbeque for elected officials will follow this meeting. Dr. Isoye noted his obligation with the State Board of Education on that weekend.

### **Course Proposals**

The Board of Education was asked for input on the course proposals for 2015-2016, so that they can move forward for a second review by the Instruction Committee in October. Student groups, parent groups, counselors, and the Academic Collaboration Team also received these proposals. The Board of Education will be asked to approve them at its October 23, 2014 meeting. Mr. Prale reviewed the proposals with the Board of Education as presented.

The following was highlighted:

- The Social Dance course will be renamed.
- The change to the Introduction to Broadcasting now reflects reality in that freshman students are allowed to enroll in it.
- The Investigative Research in Biomedical Innovation A (IRBI) reflects the evolution of the course.
- Additional FTE may or may not be needed for the Business Education depending on from where students might come. A suggestion was made to include a line item for FTE assigned to it so that it could be reflected in the budget.

### **Student Achievement**

At its September 16, 2014 meeting, the Instruction Committee of the Board of Education reviewed and discussed the attached Student Achievement Indicators Report. The committee voted 3-0 to send the report to the full Board of Education as an informational item at the regular meeting on September 23, 2014.

This report will be shared with the Strategic Plan Implementation Team based on the recommendation, because it is the most current information. The Transformational Teaching and Learning and Holistic Education teams might



find the information relevant regarding growth and achievement. The conversation Focus on key questions, however well prepared for college and careers, AP test and Prairie State achievement tests, intersection of race and student achievement and what does race have to do with student outcomes. Discussion on IC on health conversations on how to dig more deeply why disparate outcomes after many years of trying to change the numbers. In seeing in many respects the patterns have not been affected by any great degree by those efforts. Does not speak about relationships but it is important to consider the whole context. How might those data sets might be important in influencing the relationships and what does the District need to know about them and experience them across student groups, students, staff and the adults in the building as well. The Implementation Teams will also receive the task force information and the goal sessions that occurred this year. SEL and Equity Teams will need to participate or monitor what is happening with student discipline. The Illinois Youth Survey and the 5Essentials Survey results will be shared as well.

Board of Education members indicated that they wanted further investigation and suggested exploring the following:

- 1) Specific level of class as noted in the college-readiness letter.
- 2) Was the District any closer to dealing with individual students, starting with those who scored the lowest and asking how the District can move this student into a higher level of academic confidence?
- 3) Is the District better at identifying things with the student and helping him/her do better?
- 4) How can the Board of Education see the extent to which the District is better at placing students in courses that will be the most helpful, i.e., reading, math, to address individually identified needs of our students, including the tutoring center, the academic learning program, the in-school recovery program, etc.?
- 5) What evidence is there that the tutoring center is making a difference?
- 6) Where can a Board of Education member look for the answer to that institutional question?
- 7) Could the District construct instruments to gauge engagement?
- 8) Could the District pilot a reading class and track how many students use the tutoring center, their grades, and their experiences in order to obtain a more complete longitudinal look at students?
- 9) The GPA has richer information. What is the rigor of classes of African American and Hispanic students?
- 10) How much instructional time occurs in transitional and college prep classes?
- 11) How much time is spent on discipline management in transitional and college prep classes?
- 12) Are students learning anything in the tutoring center? Is the time being well spent?
- 13) Does the District know the GPA for the college prep level, if one factors out honors or transitions?
- 14) Is the gap, the same as the whole school?
- 15) What is the correlation by absences, teachers, in comparing a couple of classes?
- 16) What is the District doing to make a difference?

17) What are the types of questions that get at the District's philosophy and goals?

Ms. Hill said that a student satisfaction survey is being created and it will pull data on the students who use the tutoring center. Dr. Moore continued to find the data to be appalling and discouraging. The data presented is a snapshot of one day and it is hard to determine if students are high, middle or lower. She continues to be surprised that there are still parents and children that are having the experience of being the only black or brown student in honors class; it is unnecessary. The data shift should align with the goals. She wanted to look at other data and made aware of what needed to be collected. These are the types of questions that get at the District's philosophy and goals. Mr. Prale suggested asking for modal grades.

Ms. Hill suggested looking at the study that was completed in 2003 which was a deep sociological dive into students' characteristics that were correlated with other kinds of academic outcomes, interviews, survey results, and a long effort to understand what it was about the students that might be an indicator of their likelihood of success. The study outlined 17 recommendations, some of which were implemented, others not. She believes the District would have to use that study as a point of reference to determine what was done and how it worked. Much of what was done before was done with the best intentions but was absent a larger investigation of the question of what race has to do with it. The work that has been done more recently of trying to understand different patterns of student outcomes is a different perspective. The District is not trying to determine what is wrong or what is lacking in a group of students; rather, it is asking what the institution is lacking or wrong, to get at systemic disparities. This approach is the more difficult analysis, the adaptive work that the District has engaged for some length of time with various levels of success in investigating how the District creates and perpetuates disparities. It is a more complex approach to understanding why there are persistent patterns of disparity. Dr. Isoye added that DLT will talk about what is used as a benchmark. Next year PSAE will be gone, and ACT will begin to be phased out while PARCC is being ramped up. Thus, baseline data will look differently. OPRFHS will still have the ACT this year. Ms. Hill stated that these were the macros by which students are assessed in the wider world and for that reason, she will continue to want to share the information. She continued that she was to provide the Board of Education with an overall sense of what the high school is doing for its students. This information matters as it is part of the state report card. They are indicators as to how well students are prepared when they leave OPRFHS. The state only looks at state assessments, but the high school believes that the GPA matters as it is a longer look at the students; academic track records. These are the macros by which students are assessed in the wider world she would continue to share the information.

Dr. Isoye reported that the District is doing more quantitative batches/types of analysis, qualitative, and the capacity in the amount able to be done in any given year. And, the District adds more questions based on the results of the survey each year. It was suggested that graduate students could help with some of the research. A question was asked as to where would the actual proposals come from? The Strategic Plan implementation teams, the discipline retreat process,

DELT, Policy Committee, Instruction Committee? Who will have the responsibility to shape and direct this because the conversations occurs yearly? Dr. Isoye noted that there was a human capacity piece. Mr. Phelan suggested finding out what resources are necessary and then the Board of Education can decide if it wants to commit those resources.

**Adjournment**

At 12:40 a.m., on Friday, September 24, 2014, Dr. Lee moved to adjourn the Board of Education meeting; seconded by Mr. Weissglass. A voice vote resulted in all ayes. Motion carried.

John Phelan  
President

Dr. Jackie Moore  
Secretary

Submitted by Gail Kalmerton  
Clerk of the Board