

NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203
REGULAR MEETING OF THE BOARD OF EDUCATION
May 16, 2022
New Trier Township High School
7 Happ Road, Room C234
Northfield, IL 60093

A **Regular Meeting** of the Board of Education of New Trier Township High School District 203, Cook County, Illinois was held at New Trier High School – Northfield Campus, 7 Happ Road, in Room C234 on Monday, May 16, 2022, at 6:30 p.m.

Members Present

Ms. Cathy Albrecht
Ms. Kimberly Alcantara
Mr. Avik Das
Mr. Keith Dronen, President
Ms. Jean Hahn, Vice President
Mr. Brad McLane
Ms. Sally Tomlinson

Administrators Present

Dr. Paul Sally, Superintendent
Mr. Christopher Johnson, Associate Superintendent
Dr. Joanne Panopoulos, Asst. Supt. for Special Ed. and Student Services
Mr. Peter Tragos, Asst. Supt. for Curriculum & Instruction
Mrs. Denise Dubravec, Principal – Winnetka Campus
Mr. Paul Waechtler, Principal – Northfield Campus

Also Present

Mr. Michael Marassa, Chief Technology Officer; Ms. Niki Dizon, Director of Communications; Ms. Aileen Geary, Social Studies Department Faculty and New Trier High School Educational Association President; Mr. Dave Conway, Director of Physical Plant Services; Ms. Venera Stabinsky, Modern and Classical Languages Department Faculty; Mr. Eric Johnson, Technology Department; Mr. Mike Hill, Technology Department; Ms. Lindsey Ruston, Board of Education Secretary; students, members of the press and community.

BUSINESS MEETING

I. CALL TO ORDER – 5:00 p.m. – C234

Mr. Dronen called the Regular Meeting of May 16, 2022 of the Board of Education to order at 5:00 p.m. in room C234 at the Northfield campus. Roll call was taken, and all members were present.

Mr. Dronen asked for a motion to move to Closed Session. Mr. Das moved that the Board adjourn to closed session for the purpose of the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor, or a volunteer of the District or against legal counsel for the District to determine its validity; the sale or purchase of securities, investments, or investment contracts; the placement of individual students in special education programs and other matters relating to individual students; and litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. Ms. Tomlinson seconded the motion. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Alcantara, Mr. Das, Ms. Hahn, Mr. McLane, Ms. Tomlinson, Ms. Albrecht, Mr. Dronen

NAY: none

The motion passed.

II. CLOSED SESSION – 5:00 p.m. – A303

III. BUSINESS MEETING – Open Session – 6:30 p.m. – C234

Mr. Dronen recalled the Regular Meeting of May 16, 2022 of the Board of Education to order at 6:30 p.m. in room C234 at the Northfield campus. Roll call was taken, and all members were present.

IV. Minutes and Reports

A. Regular Meeting of April 18, 2022

Mr. Dronen asked for any comments or adjustments on the minutes of the Regular Meeting of April 18, 2022 (open and closed session). There was no request for a change to the minutes. Ms. Albrecht moved, and Ms. Hahn seconded

the motion, that the Board of Education approve the minutes of the Regular Meeting of April 18, 2022 (open and closed session). Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Hahn, Mr. McLane, Ms. Tomlinson, Ms. Albrecht, Ms. Alcantara, Mr. Das, Mr. Dronen

NAY: none

The motion passed.

B. Report from Campus Principals and FOIA Report

Mr. Dronen, as Board president has decided to move the Report from Campus Principals, Assistant Superintendents, and FOIA Report, prior to public comment and noted that moving forward this agenda item will precede public comment.

Mr. Paul Waechtler, Principal for the Northfield Campus, shared the following student events and program updates from that campus:

- Staff Appreciation Week took place recently and Pep Club did a great job thanking staff with announcements, posters and visits to departments. Members of Pep Club and Girls Club also welcomed staff as they arrived on campus one morning.
- Many adviser rooms have done Service-Learning Projects such as sorting food and packing boxes for the Northern Illinois Food Bank, collecting and sorting books for Bernie's Book Bank and working on gardening tasks for the Glencoe Gardens.
- May is Asian American Pacific Islander (AAPI) Heritage Month and the school continues with its monthly observances. Students and staff created resources for teachers to use. Mr. Waechtler highlighted an art project, Show of Hand, which is a global art movement to help Asian women collectively share their unique stories, struggles and experiences. All AAPI students, staff and allies were encouraged to participate.
- Take Your Kids to Work Day recently took place with faculty and staff bringing their children to work. Mr. Waechtler noted it is a great day of kindness on the campus and the students are good role models for the young visitors.
- Springfest took place last Thursday and was sponsored by Student Senate who raised over \$7,000. The money was donated to Pickles, which supports children impacted by a parent or caregiver's cancer. Many clubs and adviser rooms created booths with activities and food was available for purchase.
- After the Academics took place on Monday, May 9th for the Class of 2026 and was well attended.
- Mr. Waechtler provided an update on adviser room planning, noting that there will be 13 male, 12 female, and 13 mixed adviser rooms. It is a class with more males overall, but it broke out well with the various options available.

Mrs. Denise Dubravec, Principal for Winnetka Campus, shared the following student events and program updates from that campus:

- Students traveled to New York, originally part of 600 teams from the United States and United Kingdom and placed second overall in the MathWorks Math Modeling Challenge. They received a \$15,000 scholarship. Mr. Bradley Kuklis, Math Department Faculty, is the sponsor of the team.
- Mrs. Dubravec also shared about AAPI Heritage Month. She shared a story that in 2015 New Trier found a Japanese flag from World War II. The school's Japanese Club, sponsored by Ms. Naomi Suzuki, Modern and Classical Language Department Faculty, helped to reunite the flag with the family of the fallen soldier it belonged to. This is one of the great pieces that is included in the Monthly Observance Toolkit.
- Winnetka also had Take Your Kids to Work Day on April 28th. Mrs. Dubravec echoed Mr. Waechtler's comments about it being a great day on campus. During the day, the campus experienced a small fire. Mrs. Dubravec thanked Mr. Bob Spagnoli, Applied Arts Department Faculty, who used a fire extinguisher to put the fire out. Broadcast Journalism followed up with a report on what happened including what students should know and do if this happens again.
- Science Olympiad had Nationals and more information will be coming from that competition. Mr. Alex Howe, Applied Arts Department Faculty, is the sponsor.
- Ms. Madison Liu placed 24th in the State for Badminton.
- The Bass Fishing team is a sectional champion as are Boys and Girls Water polo teams. The Rowing team won a recent regatta.
- Mr. Jackson Munro was recognized as an All-American for basketball while Mr. Aidan Crawford was recognized for soccer.

- Mr. Kip Hendren, Science Department Faculty, sent Mrs. Dubravec a picture of him and some students who built a floor for Habitat for Humanity. There was also a food truck fundraiser for Habitat recently. The senior class will achieve their goal for Habitat for Humanity and more will be shared at graduation.
- Prom was this past weekend and 1,500 students attended, the most ever. It took place at the Hyatt Regency Chicago, who did a wonderful job with the event.
- Pitch Night will take place on Thursday, May 19th. Business students will present their ideas to a panel of judges in *Shark Tank* fashion.

Dr. Joanne Panopoulos, Assistant Superintendent for Student Services and Special Education shared that some staff members had nominated Ms. Kate Winslow, who uses an augmentative communication device, for the Infinitec Student Technology Achievement Award. Ms. Winslow won the award and spent an evening celebrating with her family, several New Trier staff members along with some of her team from TrueNorth Educational Cooperative. The award is given to those students who demonstrate the ability to use their devices in ways that expand beyond academics.

Mr. Johnson gave the FOIA report, noting that there were five requests since the last Board meeting, three were closed and two remain open. The topics were related to the YRBS report, staff information, communications and an investigation.

V. Communications

Mr. Dronen invited anyone from the audience who wished to address the Board to come forward and fill out a yellow communications request form and give it Mr. Peter Tragos, Assistant Superintendent for Curriculum and Instruction. Mr. Dronen reminded those speaking to keep their comments to three minutes or less per Board Policy 2:230. He also asked that the audience refrain from clapping, or a response of any kind in regard to people's comments. There were three requests for public comment.

1. Ms. Gwyn Volk, future New Trier parent, shared comments about the importance of supporting LGBTQIA students at New Trier.
2. Ms. Bernie Hossfeld, community member, inquired about what needs to be done to become a candidate for the school board. Dr. Sally replied that she will be contacted with the details.
3. Mr. Bruce Brandt, community member, inquired what input local boards, parents, and teacher have regarding state and federal curriculum guidelines. Mr. Dronen noted that the Board does not respond to questions during public comment, but that someone from the District would call Mr. Brandt.

VI. Special Orders of Business

***B. 2022-2023 Calendar Update**

Dr. Sally provided an update on the 2022-2023 calendar, noting there are some slight adjustments. There have been significant discussions about the late arrival/early dismissal pairs for professional development. He noted that the day after Freshmen-Go-To-School night was to be an early dismissal, that has been changed to a late start day to provide relief for students and teachers participating in the event the previous evening. Parents inquired as to why there were no wrap-around Early Dismissal Fridays and Late Arrival Mondays and if there was anything that could help facilitate some of the ways parents use that time. Dr. Sally explained that most weeks consist of a Blue/Green pair on Monday and Tuesday which are paired instructional days with many teachers teaching the same class both days. Wednesday is an Anchor Day with Thursday and Friday being a Blue/Green instructional paired day. The District wants to use, for the best interest of students and continuity of instruction, a Blue/Green instructional pair for professional development. The wrap-around days would mean using different instructional pairs. Four paired days are planned for the 22-23 school year, while eight paired days this school year. The reduction is due in part to using some of the Anchor Days for professional development. There were two Monday/Tuesday pairs and two Thursday/Friday pairs. Feedback from families is that they often use this time for many different reasons including college visits. The proposal is to move all pairs to Thursday/Friday so families would have four Early Dismissal Fridays. The District will evaluate this throughout the year.

Dr. Sally shared about changes to the schedule for the first day of student attendance. There will be campus orientation for freshmen and sophomores as they are new to their respective buildings with juniors and seniors arriving later. Students will have every class that day, but they will be shortened. This will help start building community not only for the class as a whole, but in each classroom as well.

Next, Dr. Sally shared about the final exams and seventh semester conversation that has just begun. A question has emerged as to when the school gives seventh semester grades and when those can be sent to colleges for seniors. The school wants to give students the best chance to be fully evaluated by colleges for what they have accomplished at New Trier. The District tends to be very late regarding this compared to peer schools. For January 2023, finals are scheduled for the 24th, 25th, and 26th, so transcripts are not sent until early February. A number of people are working on the key question of whether first semester can end prior to Winter Break. This would have to be done with a calendar that already has a set start and end date. Changing the skeleton of the calendar now would inconvenience too many people. There are some ideas about how the school can provide first semester grades in early January by ending the semester in December, ensuring that the grades are fair and accurate. It does increase the imbalance of the semesters, but they are already imbalanced the other way. Dr. Sally noted that he was not looking for a decision on this, but rather wanted to make the Board and community aware that this is being discussed. Mrs. Dubravec, her leadership team, and the Post-High School Counseling (PHSC) department are the ones taking this on. Dr. Sally invited questions and comments from the Board.

Ms. Albrecht began by inquiring if the second week of Winter Break, January 2nd through the 6th, was different than in previous years. Dr. Sally replied that it depends on when Winter Break begins, New Trier and its sender schools are starting Winter Break on December 23rd, which is a later start that then pushes the end of break later. Dr. Sally continued that in order to be fully ready for finals and to have an actual break, the school looks for two weeks of classes prior to exams. If there is only one week prior to finals, students are studying and finishing work during Winter Break. Dr. Sally anticipates in the fall, discussions will occur about moving the start date up a bit, therefore, officially having finals before Winter Break. The District would bring the Board further information, surveys and discussion around this. Ms. Albrecht then noted that one of the years during the West Side construction project, finals were prior to Winter Break, she went on to inquire if the school year began earlier that particular year. Dr. Sally replied that it did start a little earlier. He stated that school would not begin in early August like some schools do, but rather school might start a few days earlier. He went on to share that teachers can manage imbalanced semesters. Ms. Albrecht noted that students seemed relieved the year that finals were complete prior to Winter Break as they would not have to study during it. Dr. Sally replied that, according to the surveys, while students may be thinking about finals, many are not actually doing any work over break. Mrs. Dubravec added that the school has been rethinking about the end of semester experiences for many years. She noted that some students enjoy the week of finals as it is a change of pace from the typical schedule. Modern and Classical Languages already schedule their final assessments prior to finals and usually the culminating activity in Social Studies or English is a paper or a project. Math and Science continue to have sit down finals.

Ms. Hahn inquired if PHSC has received feedback from colleges that students are being disadvantaged because student grades are sent late or if it is anxiety that grades are not getting out. She wanted to know what is driving this reflection. Mrs. Dubravec answered that part of it is due to a higher number of enrollments at the schools and even with the later deadlines, the admissions committee cannot do a full examination as they do not have the seventh semester transcript. The District has not heard that it has disadvantaged students, but there are some colleges that want that transcript much further in advance of when New Trier has been able to provide them. Ms. Hahn inquired if the District is hearing about the transcript issue from colleges to which Dr. Sally replied that the District has heard from those who are looking for the full evaluation. He noted that some students may be deferred and then accepted off the wait list. He did share that with the later dates some colleges now use, those colleges are able to evaluate more students with seventh semester transcripts than ever before.

Ms. Hahn wanted to clarify the change from the wrap-around days, noting that currently students are dismissed early on Friday and arrive late on Mondays. Dr. Sally answered that now, students will have an early dismissal on Thursday and Friday. He went on to share about the Blue/Green instructional pairs for teachers that teach the same course on different days. He noted that the anecdotal evidence is that an early release on Friday is taken advantage of more than a late start Monday. Ms. Hahn wanted to ensure that parents would still be able to achieve what they are hoping for with the change and it sounds like the school is comfortable that it is meeting that need. Dr. Sally shared that this will be evaluated through out the year. Mr. McLane added that it was surprise to see them gone but was happy to see that four of the eight days were returned as they are important.

Ms. Alcantara thanked the administration for being responsive to parent and student concerns about the paired days. She agreed that the Thursday/Friday pair made sense as teachers will have the same lesson plans. Ms. Alcantara noted that the early dismissal Fridays will alleviate some of the concerns that were heard. She also noted her appreciation for the responsiveness to the seventh semester grades.

Ms. Tomlinson asked that the school consider, that if the start date is moved in the fall, to look at how that impacts sports and other items. Her concern is students starting too early in August and losing part of summer. Dr. Sally replied that Ms. Tomlinson is correct about the kind of balance that can be brought to the two semesters by moving some professional time around. He noted that everyone is sensitive to what the start date would be.

Mr. Dronen inquired if the school's current practice is impacting early admissions. Dr. Sally shared that it does not impact the very early admissions that occur in November as the seventh semester transcript is not ready, though the school does provide quarter grades. Mrs. Dubravec added that it does impact those students who are early decision two and need the transcript by February 1st, which is about ten percent of students.

Mr. Dronen commented that with more colleges looking strictly at grades and dropping the ACT or SAT requirement, it is more important than ever to submit the transcript. Dr. Sally replied that the District needs to think through how to respond to that and this is one way that might help. The District believes this can be done in a fair and equitable way and not interrupt a student's education. The goal is figure this out over the next month so the District can report to the Board and a decision can be made.

Ms. Hahn moved, and Ms. Alcantara seconded the motion, that the Board of Education approve the 2022-2023 school year calendar, as revised. Upon a roll call vote being taken, the members voted as follows:

AYE: Mr. McLane, Ms. Tomlinson, Ms. Albrecht, Ms. Alcantara, Mr. Das, Ms. Hahn, Mr. Dronen

NAY: none

The motion passed.

C. Facilities Review – Looking Back and Moving Forward – The Enhanced Student Experience

Mr. Johnson began the Facilities Review – Looking Back and Moving Forward – The Enhanced Student Experience presentation by noting it was a good moment to step back to reflect on what has been accomplished and what is coming next. Mr. Johnson shared that the presentation would focus on the development of the 15-Year plan, the goals set for the first five years, what was accomplished and look toward the next ten years of the plan.

Mr. Johnson provided background, noting in August of 2019 the District put together a 15-Year Plan. This was a holistic look at the facilities after the completion of the West Side Project. By thinking critically and sequencing items, while thinking about the student experience, decisions could be made that were a good value for the community, that maintain the facilities well and had a significant instructional impact. Mr. Johnson went on to share additional information on the role of facilities in education, the history of investment in them, the Winnetka Campus Project and the stewardship of financial resources.

The work was broken down into five different framework categories which included Academics, Athletics and Kinetic Wellness, Mechanical/Infrastructure, and Safety and Environmental. Mr. Johnson provided further details on each category. Projects over the next 15 years were reviewed that fall under these categories.

Mr. Johnson then shared the principles and findings of the study at the time, noting that a phased approach was needed. This would accommodate financial constraints and the amount of work that could be accomplished in a given year. The phased approach would also allow for the incorporation of the Strategic Plan into the work. Mr. Johnson also noted that the District wanted to use its existing revenue sources effectively as the community had generously committed to the \$89 million bond issue for the West Side Project. Knowing the District wanted to use existing funds or ones that would be provided in the future, it explored alternate revenue options. At that time, the District also made a no referendum commitment, for the first five years of the plan, meaning the District would use its existing resources without seeking permission from the voters to increase the tax base. New Trier also needed to continue to effectively manage over 1.4 million square feet of buildings on two campuses. Mr. Johnson provided pictures and details of older spaces and how they could be improved.

Mr. Johnson detailed the goals for the first five years, 2020-2024, which included academics such as improving classrooms as well as improving strength and conditioning spaces and the Gates Gym for Athletics and Kinetic Wellness. Replacing roofs and parking lots were some of the mechanical/infrastructure goals along with a continued focus on safety/environmental. Mr. Johnson went on to share that most of the goals were accomplished and some were even exceeded. He first highlighted the significant accomplishments made regarding academic needs,

particularly with standard classrooms as they now have modern technology and collaborative furniture. By the start of the 2022-2023 school year, the District will have constructed or renovated 57 classrooms to meet these updated standards. There was also a major overhaul of the third floor at the Winnetka Campus which included the North and Tower Buildings. Changes included modernizing standards for learning, mechanical spaces, and appearance. At the Northfield Campus, the library was renovated and as shared at other meetings, the Transition Program will move off-site to better support those students.

Mr. Tragos then spoke about the construction of new classrooms in the Tower Building. Those classrooms were built in the 1950s. He shared pictures of the work, noting that designing the spaces was a collaborative effort with teachers, students, staff, and administration. Discussions at that time centered around how teaching and learning has changed significantly over the years, and how teachers were not able to do what they wanted to do in existing classrooms. Designs were then based on those expectations. Classrooms moved from 600 square feet to 900 square feet with updated technology, furniture, and natural lighting. These updates meet the needs of today as well as the future. Next were pictures from the North Building that showed part of the original walls from the 1902 building that were found during construction. The North Building was added during the 1930s. Mr. Tragos then shared pictures from the Tower Building after construction, detailing how the spaces are used for teaching and learning today. He also noted that technology is changing quickly, but that the space is adaptable to these adjustments.

Next, Mr. Tragos shared that some office spaces were converted to classrooms as they were well-suited to the size and shape that was needed. The department office is an important place in the school as it allows for teachers to spend time together and naturally collaborate. Offices were modernized and in the case of the English and Social Studies departments, they were combined as there is overlap amongst the two. Mr. Tragos noted that students spend a lot of time in these offices too and are an important part of their learning experiences. There are a variety of spaces within the department office such as whole department space as well as small group spaces.

Mr. Waechtler shared about work done in the library at the Northfield Campus. The new space better supports students and staff in the changing ways that the library is used. He shared demolition pictures, including the removal of the staircase in the middle of the library. He noted that there was not a dedicated second classroom space or designated quiet area. Mr. Waechtler shared pictures of the library after construction. The new space includes several classroom spaces that are separate from the rest of the library, there is also a quiet area as well as group study areas. He noted that it is a favorite space amongst students.

Mr. Johnson shared about athletics which includes the Winnetka Campus East Side and Academic and Athletic Project. It will include a new main gym, auxiliary gym, climbing wall, indoor track, and fitness area. The District was spending substantial funds to maintain the existing facilities that were not enhancing the experience for students. This new space will also include classrooms, offices, and student support spaces. Recently, six new tennis courts, funded by a donation, were added to the Northfield Campus, along with the resurfacing of existing courts. Also at the Northfield Campus, was the construction of concessions, restrooms, and a training building. Mr. Johnson noted that since the building was built in 1964 until about five years ago, there was not adequate restrooms for anyone visiting the stadium. He also shared that bleacher capacity was increased. Finally, the District is working in partnership with the Village of Winnetka regarding Duke Childs Field to install underground stormwater detention. The District will take this opportunity to reconfigure the space for the benefit of students. Mr. Johnson shared photos of these projects.

Next, Mr. Dave Conway, Director of Physical Plant Services, reviewed the mechanical improvements. These included parking lot replacements at both campuses, roof replacements at both campuses, six unisex restrooms have been added at Winnetka and two at Northfield as well as concrete replacement at the Northfield Campus. Finally, improvements have been made to the HVAC systems with the largest one being the replacement of the steam boilers that used to heat the entire Winnetka Campus. Mr. Conway went on to share various photos of the projects.

Mr. Conway noted that security has been improved at both campuses with two vestibules as primary points of entry installed at the Northfield Campus. A fence was also placed around the campus to provide additional security. Three secure vestibules were installed at the Winnetka Campus. An emergency lockdown and notification system were implemented, and security cameras were upgraded. Mr. Conway also provided pictures of these.

Mr. Conway noted that environmental improvements have been made such as converting almost all campus interior and exterior lighting to LED fixtures. The building management system was upgraded to better control the internal environment. The District has partnered with the University of Illinois' Smart Energy Design Assistance Center, which specializes in energy efficiency and has reviewed the building to determine options for saving energy. The District then implemented those recommendations in conjunction with Nicor Gas, North Shore Gas and ComEd

where it received rebates anywhere from 10-50%. Bottle filling stations have also been installed around each campus. Mr. Conway noted that the design process has begun to install solar panels on the roofs of the Northfield Campus.

Mr. Johnson shared about the funding sources, reiterating that the goal was to use existing funding sources along with no referendum. These projects were financed with existing sources and were done in a way that did not compromise the educational program for students. Mr. Johnson went through each funding source and provided details. He shared about the strong and sophisticated bonding strategy that allowed the District to have maturities between seven and twenty years. This allowed access to low interest rates meaning more money would benefit the campus rather than the banks therefore using taxpayer funds efficiently. Mr. Johnson noted that having reasonable length maturities, it gives future Boards and Administrations flexibility for potential projects. The Finance Committee continually reviews financing options providing great feedback and oversight.

The District's plan is to do further analysis based on current and future educational needs as well as Strategic Planning goals. Future financial resources for the next ten years will be taken into consideration. There continues to be significant Winnetka Campus needs for the remaining classrooms in the North and Tower buildings to meet the modern standards. The other major needs are aquatic. New Trier was at the fore front of high schools with pools in the 1930s. The pool, located at the Winnetka Campus, is used from 5:00 a.m. until 10:00 p.m. and does not adequately meet the school's needs. The Northfield Campus pool is also very inadequate and was built in the 1960s. The District will continue with mechanical renovations to make the buildings more comfortable and efficient to operate. Mr. Johnson then noted that energy costs eight years ago were about \$1.6 million and today, they are \$1.5 million. Energy costs have remained level despite the increase in energy prices. These items that the District will be worked on with the Facilities Steering Committee and the Finance Committee. Mr. Johnson shared further comments about the third floor at Winnetka, noting that the same work will be done for the remaining floors, with priority given to the first and second floors.

Mr. Johnson thanked Mr. Conway and his facilities staff who manage all these projects along with their daily work. He also thanked Pepper Construction, Wight, and Cashman Stahler. Faculty, staff, students, and parents were thanked for their flexibility during construction. Mr. Johnson noted he would present the next agenda item and would ask for questions and comments after.

***D. 15-Year Facilities Plan – Year 4 Approval**

Mr. Johnson presented the 15-Year Facilities Plan: Year 4 (Summer 2023) for approval. He noted that he previously mentioned some of the projects that are being worked on and accomplished, and some of these are part of that such as classroom counts. These projects require approval now to continue with or start next year. He shared the purpose of this work. The District is excited about the Transition Program Center that will be off-site in Glencoe. It will be renovated in two phases. Another project is modernizing the furniture and AV in classrooms in the C and E buildings at Northfield. Other improvements include solar energy installation and various mechanical upgrades.

Mr. Johnson also displayed the budget for these projects. He then shared further information about the solar energy installation. The gross cost is \$3.2 million, which will be acquired through a purchasing cooperative and the panels will be owned by the District. The school thinks it's the best value to own the panels rather than leasing. It is estimated that there will be a 15-year payback period based on guaranteed rebates and anticipated energy savings. The rebates will be front loaded, including \$500,000 in year one savings. The solar array may generate up to 38% of the power at the campus and reverse metering would also be used so any excess power would go back to the grid and lower energy costs. The project is still in the design and planning stages. Final designs and financial details will be reviewed by the Finance and Facilities Steering Committees.

Classrooms at the Northfield Campus will receive new technology and furniture in the C and E buildings using the Tier II design developed as part of the Winnetka Campus West Side Project. Due to the existing size of the classrooms, the footprint will remain the same with enhancements made to items within the space.

Mr. Johnson also provided details on the Transition Center with Phase I happening this summer and bids being presented at the June Board Meeting. Work will focus on creating a student-operated retail space. Phase II work will take place in the summer of 2023. The Center will open this fall to students.

These projects will be funded by \$7.5 million in planned transfers from the Education and Operations and Maintenance Funds in fiscal year 23 and \$5.3 million in fiscal year 24. This is consistent with the District's long-term funding strategy. Bids and expenditures will go to the Board for approval.

The District has been planning and working on these projects since January. The design and bidding work will begin this month through January of 2023. Work will begin as soon as this summer with the Transition Center and other projects going through next summer such as the classroom improvements. Mr. Johnson then invited questions and comments.

Ms. Tomlinson inquired about what would happen to the solar panels when the roofs need replacement. Mr. Johnson replied that they are set on the roof and can be removed. After consulting with Mr. Conway, Mr. Johnson noted that it is conceivable that a roof would not need to be replaced at Northfield until 2035.

Ms. Alcantara thanked Mr. Johnson for the report. She inquired about the coordination of technology and if the work would happen at the same time and when it might be done. Mr. Johnson replied that the District is taking advantage of not being at Winnetka this summer to do all new network wiring at the campus. He went on to say that all work will be in concert to maximize efficiency in the building. Ms. Alcantara went on to inquire that the part of the building that still needs wiring and updates is happening this summer, which Mr. Johnson confirmed. The prices negotiated for the work in the existing building are extended to the new building so the same equipment will be integrated together.

Mr. McLane commented that everyone involved in these projects made a plan four years ago and exceeded expectations, doing more for the same budget or less and it has been impressive. The presentation showed all that has been done and accomplished.

Ms. Hahn also thanked Mr. Johnson for the comprehensive retrospective of the facilities work as well for the roadmap into the future. She went on to share that the District's ability to sustain this level of continuous improvement, including over the course of a two-year pandemic, is a testament not only to the value of the strategic plan and prudent financial stewardship, but to the generosity of the entire community, not only the parents of New Trier students, but all residents. Ms. Hahn also took a moment to acknowledge the crucial role the community's investment in public schools has played in allowing New Trier to continuously provide an incomparable educational experience for students. This steadfast commitment to public education of which the facilities enhancements are merely the physical manifestation, characterizes every aspect of New Trier and is what truly distinguishes it from other districts. She went on to say that it is the reason that so many families choose to entrust their children's education to New Trier. It is the reason the highest quality faculty, staff and administrators choose to devote their professional lives to New Trier. It is the reason that so many alumni choose to return to New Trier when they have children of their own. She thanked everyone at New Trier for their exceptional and ongoing efforts to enhance the physical spaces of the school and a special thank you to the community for their unwavering commitment to public education and the trust they place in this Board to safeguard, what is to Ms. Hahn, the most valuable resource as a community.

Ms. Hahn noted that the District is anticipating delayed tax receipts and one of the pillars of the financing plan is the fund balances, she inquired if it would have any impact on financing some of the work going forward. Mr. Johnson replied that it should not. The District has reviewed its cash flow through the summer, and it looks adequate. He does not have much clarity about when the tax bills will be issued, so it will be monitored carefully.

Ms. Albrecht noted it was a trip down memory lane as she joined the Board when the West Side Project was beginning. She went on to share an anecdote about why that project was necessary, noting that the teaching staff were superior, but the facilities were not. She shared that during construction, her son was in one of mobile classrooms and noted that that was an improvement over the space inside the building. The District has done so much, and it has been well-managed. Ms. Albrecht noted that the East Side project is being built without a referendum. Ms. Albrecht then shared that the West Side project was done with a referendum and the District was able to refinance the bonds so the burden on taxpayers will be reduced. Mr. Johnson responded that the bonds were issued in 2014 and were callable at eight years. The District negotiated a sale to refund and refinance those bonds. Taxpayers, on their tax levy next winter, will see a reduction in the debt service amount for those bills. This demonstrates the District's strong financial stewardship and how it is always looking for these sorts of opportunities. It was great advice from the Finance Committee about the timing of the transaction and evaluating the bids. The deal will close in September and the rate is already locked in. Mr. Johnson noted it will be acknowledged in next year's

Annual Report to the community. Ms. Albrecht inquired about the aggregate amount going back, which Mr. Johnson replied it is a \$57 million refinancing and he will bring numbers with him to a future meeting. The District made a promise about what the project would cost on a \$10,000 tax bill. Mr. Johnson noted that the District was well under what it thought the cost would be based on the initial favorable bond sale and the amount will go down again for the remainder of the debt service.

Mr. Das shared his gratitude for the insightful presentation, noting it is helpful when speaking with neighbors and residents, to be able to direct them to this information. He echoed Ms. Hahn's comments relative to the community, the good will and the many talented people who have their fingerprints on this plan and are moving it forward. Mr. Das noted that this includes his predecessors on the Board, and personally, between the Strategic Plan and the 15-Year Facilities Plan, is what gave him the feeling that he could participate in this Board. He noted there is something quite collaborative about what has been laid out. He shared there is guidance and a sense that a baton can be carried with him, and he can move it into the future. Mr. Das also noted that this generation is not just thinking meeting its own needs but is looking towards the future.

Mr. Das asked Mr. Johnson to elaborate on the solar panels and why this would be a good time to implement them. His impression was that solar technology could quickly become outdated by the next generation of solar panels. Mr. Johnson began by stating that with technology, the initial iterations and gains are very quick, but there comes a point where the technology has matured, and Mr. Johnson believes that solar panels are getting to that point. He also noted that the District is in a favorable environment regarding state and federal rebates. He highlighted rising energy costs as well as demonstrating to the community and students about environmental stewardship. This will also be integrated into the curriculum for students as well. Mr. Conway added that the state incentives have increased, and the industry does not anticipate the panels getting much better for at least two years.

Mr. Dronen shared that the report was tremendous. After other comments, Mr. Dronen reiterated that the District used its existing resources to finance as well as its strong reserves. Regarding the solar panels, Mr. Dronen noted there is a federal rebate program and inquired if there is a deadline for the work to be completed for that. Mr. Johnson stated that the District will look at the federal options, but has been primarily focusing on the state ones, which Mr. Conway confirmed.

Regarding the Duke Childs Field, the Board approved \$5 million in DSEB bonds in February 2021. Referencing an expense item on the Consent Agenda of \$5.8 million, Mr. Dronen noted that the existing over the bond amount is some of the funds that will be transferred, which Mr. Johnson confirmed.

Mr. McLane moved, and Ms. Alcantara seconded the motion, that the Board of Education approves the 15-Year Plan Year 4 projects as presented.

Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Tomlinson, Ms. Albrecht, Ms. Alcantara, Mr. Das, Ms. Hahn, Mr. McLane, Mr. Dronen

NAY: none

The motion passed.

E. Facilities Update: Winnetka Campus East Side Academic and Athletic Project

Mr. Johnson provided an update on the Winnetka Campus East Side Academic and Athletic Project (ESSA). He began by noting there have been weather delays, about 20 days' worth, but the District is pleased with the plan that Pepper Construction has put together to address them. Mr. Johnson noted that the Village of Winnetka has allowed the District to start construction work at 8:00 a.m. on Saturdays instead of 9:00 a.m. Steel was delivered to the site last week. He once again thanked students, teachers, and staff for their flexibility during construction. The District has also received little to no neighbor feedback, with one person reaching out to compliment the school on how well it has been managing the project. Mr. Johnson noted that the Monthly Construction Report contains the budget-to-date. The District is seeing consistent change order usage that is within its parameters. Overall, the project is going well. Mr. Dronen invited questions and comments from the Board.

Ms. Albrecht shared that marrying the old space to the new construction can be delicate. She shared how impressed she was with the pool wall and the Bickert Gym walls and that the connection was done by hand. It shows the

dedication to and the supervision of the project. Mr. Johnson replied that it is also an emphasis on safety and preserving the historical investment of the existing buildings. He shared it is good to be out of the demolition phase of the project. Mr. Johnson then added that Mr. Conway reminded him that one of the solar panel rebates is first come, first served and in parts of the state, they are already claimed. The District is looking to obtain available rebates.

Mr. Dronen commented that at this point of the construction, the school has probably discovered most of the items it did not know prior to the start of the project. He inquired if a lot more change orders are anticipated. Mr. Johnson replied that there are certain points of the project where there is different risk such as demolition which carries a heavier risk. The usage is within the parameters and expectations, however, there could be something unforeseen, but the District feels comfortable with where it is now.

F. Annual Plan: 2022-2023 – Part I

Mr. Dronen introduced Part I of the 2022-2023 Annual Plan, noting that Part II will be presented in June and the Board will vote in July on the entire plan. Dr. Sally mentioned that the Parent/Community Advisory Group met on May 9th and Ms. Tomlinson and Mr. McLane were the Board representatives. The discussion focused on some of the initiatives and gathered parent and community perspectives on them. The plan has been to have two Parent/Community Advisory Group meetings next year, which has been the plan, but was derailed by Covid.

Dr. Sally emphasized three important themes: the increased complexity of students, critical thinking/civil discourse, and restorative practices. Regarding the increased complexity of students, the school has seen through data from social work, hospitalizations, the classroom, and teachers, that it needs to pay more and different attention to students. Many of these themes are about listening, understanding, empathizing, and collaborating.

Mr. Waechtler introduced the initiative Freshman Success. A successful transition to high school is important, particularly emerging from the pandemic. The campus was in the process of updating a study skills project from a decade ago which was interrupted by Covid. He noted that this year focused on the Trevian Tracker for time management and how to be organized. This learning took place in study halls. Updates and revisions were made for next year to make the program more comprehensive and integrated. Various skills will be taught in different departments as the thought is that students will learn these skills more naturally in classroom settings than study hall. The English and Math departments will work on executive functioning skills, social emotional skills will be taught in Adviser Room and Kinetic Wellness, technology skills will occur in Social Studies and Science with an orientation by the Library as well. Finally, Trevian Behavior will focus on what it means to be a Trevian with work being done in Adviser Room and everyone throughout the campus reiterating expectations.

Dr. Joanne Panopoulos, Assistant Superintendent for Special Education and Student Services shared the evolution of student services. She noted that what Mr. Waechtler had previously mentioned is what happens in the Universal Tier 1 of the Multi-Tiered Systems of Support (MTSS). There was a fall presentation to the Board on the ways that the school provides support for students academically and social emotionally. Much of the work this year focused on enhancing Tier 1 strategies. She noted that not only does MTSS include interventions and strategies, but it also involves ways the school is accessing whether those items are working for students. She noted that the school continues to examine its practices and universal strategies. Dr. Panopoulos explained that this work carries to all parts of the school. The faculty and staff who are providing these services are crucial. She provided an example of universal strategies for all students such as the student support center. This space provides a quiet area where students can self-regulate and engage in other helpful activities. Students are also supported by social workers, however, Dr. Panopoulos noted that conversations about thinking outside the box about other people and ways that are able to help students throughout the day are taking place. Dr. Sally added that when thinking comprehensively across academic and social emotional needs of students, with complex students, it is a significant dimension that needs to be thought about. Then when thinking about Tier 1, Tier 2, and Tier 3, moving universal interventions to very intensive interventions, it becomes a complex system, impacting FTEs, program development, and work with teachers. Dr. Sally believes the District is on the right track to put frameworks around it, so it becomes a more efficient and effective program.

Dr. Panopoulos shared that teams come together with different sets of data to identify students who need interventions. Conversations occur, but a lot of this work is done manually. The goal next year is to move this digitally, but Dr. Panopoulos noted that it does not take away the personal conversations, however, it will provide more efficiencies. Regarding interventions in Tiers 2 and 3, Tier 3 has many good ones in place, but there is room for improvement in Tier 2.

Dr. Michael Marassa, Chief Technology Officer, shared that in thinking about the systems that Dr. Panopoulos was referencing and the various data sources, those systems that identify struggling students are characterized as being outdated, inefficient and ineffective. They require too much time and effort administratively from faculty. For the 2022-2023 school year, the school is looking to move to the PowerSchool Common Gradebook, which will create many efficiencies for faculty as the information will be in one comprehensive system. Faculty will be able to see information on students and parents will be able to see information on their students through the PowerSchool Parent App. The second part of this is the data warehouse project, which will include an Early Warning System, so student services faculty will be able to identify concerns. The system will notify them of changes in a student's attendance, behavior, or course grades. It will also provide a big picture of how students are doing overall. There will also be an assessment component. Dr. Panopoulos commented that building this out will take time to ensure that thresholds are identified, and other data points are brought in. She noted that grade level teams will complete quarterly reviews allowing for earlier intervention with students. There will also be a monitoring system as well. This work will also allow for an alignment of student services. Dr. Panopoulos shared further details around this. She concluded that the new system would direct where the team needs to go more accurately.

Next, Mr. Tragos shared information on critical thinking/civil discourse and restorative practices. The Teaching and Learning Series department presentations will continue as to how they teach critical thinking and foster civil discourse in their classrooms. He noted that people may say it looks as though the class is teaching something else other than the content or the skills of the discipline, inquiring if less content is being taught or if courses are not as rigorous because of this. Mr. Tragos stated that these "hard" and "soft" skills are not mutually exclusive, rather they rely on one another. Students are taught the hard skills of the discipline while also teaching them how to collaborate, think differently, demonstrate intellectual humility, and listen to others.

Regarding professional development, the momentum from February's Institute Day on civil discourse and listening will continue. Other professional development will focus on creating conditions for inquiry, critical thinking, and learning through the fostering of a civil civic learning environment.

Restorative practices are a change in disposition and overall approach to traditional ways of discipline or punishment. It is about repairing damage to relationships and communities and how to engage a person in order to promote awareness and responsibility instead of punishment. If damage has been caused by one's actions, there is some sort of attempt to make amends and repair the relationship in order to continue to move forward. Mrs. Dubravec and the adviser chairs are leading this work which is an important part of the strategic plan. It applies to all areas of the school and there will be professional development and support for faculty and staff.

Ms. Tomlinson shared her appreciation for the work as well as being able to take part in the Parent/Community Advisory Group meeting. In reviewing the information for the Strategic Plan, she kept coming back to the theme of communication. She inquired if students are aware of the critical thinking statement, what it means and how the school expects it to influence how they interact in the classroom. Regarding restorative practices, Ms. Tomlinson believes it will be critical for students to understand that this is a shift of how things have been done. She noted that often times students are not privy to the resolution of an issue or are dissatisfied with the outcome, Ms. Tomlinson thinks it would be helpful to get buy-in from students.

Regarding MTSS, Ms. Tomlinson commented that the data is collected to help Dr. Panopoulos and her team, but she inquired if that data is pushed out to teachers. This way, although a student may be doing well in one class, a teacher is aware that there are issues in another aspect of the student's life. Dr. Panopoulos replied that whatever is decided on will be communicated as the ability to look at course grades is rolled out. She also noted that it will be part of the work that Mr. Tragos does regarding course grades.

Ms. Tomlinson commented that although the Characteristics of a New Trier Graduate was not discussed, Mr. Tragos did speak to hard and soft skills and Mr. Waechtler spoke to Freshmen Success. She noted it bears repeating what one can expect when a student graduates from New Trier such as the content of their character and their ability to handle academic rigors.

Ms. Alcantara noted that at a previous Board meeting there was a report on New Trier's participation in a consortium of similarly situated schools throughout the United States. She commented that she is looking for feedback on shared experiences such as behavioral expectations at various grade levels that may seem as though they are different than in previous years at New Trier. She also referenced social-emotional support and if those needs are being seen

elsewhere. Dr. Sally replied that the experiences that New Trier is having is similar to those schools in the consortium. He noted that Dr. Panopoulos was with the student services administrators at the last consortium meeting, and this was one of the main topics of conversation. Mental health is impacting many places and those schools like New Trier are experiencing it at levels similar to the District. By hearing other schools' approaches it helps to inform what New Trier does. He went on to note that the various schools have different strengths and weaknesses due to the context they are in. He believes New Trier is doing well as it continues to generate new ideas to make sure it is meeting the needs of students and is nimble in this way. She also echoed Ms. Tomlinson's comments that those communications are pushed out to students, so they know how to access this information.

Mr. McLane built on Ms. Tomlinson's comments from the Parent/Community Advisory Group. Regarding the Characteristics of a New Trier Graduate, he noted that the context should be academics or hard skills first and does not become just the soft sell. He noted that setting context for the parents to understand our work is important. He also noted that parents of children from 25 down to 15 years old felt their younger children were most compassionate and were benefitting from the curriculum. Mr. McLane noted he was pleased and surprised to hear these comments, which were also unsolicited. He shared other comments that focused on the block schedule and that parents think it is going to work while also allowing for more time to engage, more time for advocacy and creativity in the teaching process. Regarding critical thinking and civil discourse, he noted it is something the school needs to anchor to, emphasize, and communicate to parents, reminding them that it is about how to think, not what to think. Mr. McLane shared that Mr. Tragos mentioned a new dynamic of self-censorship among adolescents. He noted it was helpful to hear Mr. Tragos raise that and the District realizes it and is finding paths to address it as one cannot have that with critical thinking. Mr. Tragos replied that it is a dynamic that people are thinking, writing, and talking about and is something to know more about.

Ms. Hahn shared her gratitude for the presentation. She went on to share that continuing to integrate critical thinking and civil discourse in classrooms and the introduction of restorative practices to New Trier is some of the most important and ambitious work the District is doing. Ms. Hahn noted her appreciation for marrying those efforts in the presentation as it is not realistic to have one without the other. She shared they are intrinsically linked, that to try to treat them as discrete initiatives would impede the District's ability to implement either one. She does not believe one can repair harm and restore community without developing the skills necessary to consider other perspectives and engage in meaningful and productive dialog. Ms. Hahn went on to say that if done right and well, which she is confident this team will do, implementing these initiatives will foster the dispositions that are needed to explore and understand differences and will start expanding spaces where one can find alliance and share values. She commented that beyond the promise this work holds for the school community, these are the very dispositions that students will need to master to tackle the issues they will face when they leave New Trier. She is excited for this, noting it will take some time to roll out. Ms. Hahn also echoed the need to make sure students are on board, and particularly with critical thinking/civil discourse and restorative practice, she hopes that parents are brought along. She noted it is a holistic approach that the community should be aware of but also able to practice and implement at home and in partnership with the school.

Ms. Hahn noted her appreciation for the use of technology and data for a systemic approach and wanted to confirm that there will be a way to identify students anecdotally or in-person, which was confirmed. Ms. Hahn then inquired at what point do parents become part of the process as a student potentially moves through the tiers. Dr. Panopoulos said that it ordinarily happens if a student requires specialized instruction and parents are made aware that the school is trying to support them with additional assistance. Dr. Sally added that these conversations start early on between an adviser or adviser chair and parents. However, sometimes the concerns come from the parents, which will then initiate the data gathering and a comprehensive look. Dr. Panopoulos added that by utilizing the identifying thresholds and quarterly reports, if they are indicators of concern, the school will take a deeper look.

Ms. Hahn appreciated the creativity around finding people other than a social worker or psychologist to provide those support services and inquired if the school has the necessary staff to meet the needs of students, particularly with the increase in students requiring supports. Dr. Panopoulos responded that the school took a deeper look at the needs of students and provided an example from social work. She also went on to provide further information about what other schools in the consortium are doing. Dr. Sally added that a social work FTE has been added for next year, but he noted that one cannot only look at FTE. He noted that a school does not want to overserve a student, rather one wants the student to believe in themselves, be independent and resilient, so finding the right level for each student can be difficult and takes time. Building out Tier 2 interventions to help students learn these skills is essential to using the FTE in the best way.

Ms. Albrecht noted the points about Freshmen Success are excellent and wanted to confirm that it will be ongoing for freshmen, which Dr. Sally confirmed. She also shared that because the current Freshman class was not full in-person learning last year there have been behavioral issues and gaps in maturing. Ms. Albrecht inquired if the students have caught up or if the school should be targeting Sophomore Success for this class. Mr. Waechtler replied that the class has made a lot of progress and are much better now than in the fall. He noted it is hard to say if they are exactly where they should be as every class is different. Their behavior is much more aligned to what the end of a freshmen year would look like compared to the beginning. Dr. Sally added that the results and outcomes from Covid will continue, and no one is expecting it to be like it was pre-pandemic, for a variety of reasons. This is part of Freshmen Success and how the school approaches that. A sophomore program is one to think about, noting that sophomore teachers felt this early on, but are feeling it much less now.

Mr. Das asked for clarification from Mr. Marassa on PowerSchool. Mr. Marassa replied that teachers currently post grades on Canvas, but not in PowerSchool. They do go into PowerSchool at the end of a marking period and enter those grades. Next year, teachers can continue to enter grades into Canvas which would sync up nightly with PowerSchool or they have the option to use PowerSchool as their gradebook. Mr. Das inquired if EWI, Early Warning Indicators, is a PowerSchool term, which Mr. Marassa replied it was not. Dr. Panopoulos responded that it is used when MTSS teams use the data several times a year in more of a broad stroke to see how students are doing. She also briefly shared about progress monitoring. Mr. Das added that MTSS as a concept has been a way for him to anchor his thoughts on how an institution can be more equitable, more welcoming and meet everyone everywhere along with the concept of belonging through a culture of dignity. He also noted that as MTSS evolves, it will be a way of helping an organization establish quality individual relationships.

Mr. Das then asked how MTSS is translating through the sender schools. He further inquired if EWI was being developed with any external guidance or resources. Dr. Panopoulos replied that it should be evidenced in the sender schools and each one is at a different place with their MTSS journey. She also provided background on how MTSS began as Response to Intervention (RTI) in 2009 and has shifted from individual-based to the school's practices, environment and supporting the student such as expectations for the student and how they are responding. The sender schools are using MTSS, but there is not one way to do so. The evidence-based interventions are critical, academically and social-emotionally, as well as the assessment tool or system to monitor whether the interventions and supports are working for students. Mr. Das added that as families enter New Trier, they recognize that there is some continuity of experience from how they knew MTSS at their sender school. Dr. Panopoulos added that she and Ms. Megan Zajac, Director of Special Education, have monthly meetings with the sender schools to identify common practices and how they are supporting their students. Mr. Das noted there is an opportunity in trying to figure out where Tier 2 fits in, that there is an organic understanding of what it looks like from how students are showing up in Affinity Groups and other extracurricular programs. He shared that if the school could home in on what those spaces need, one could see that Tier 2 support already has many activities that qualify as support by virtue of how those various programs are supporting student beyond the classroom.

Mr. Dronen noted it was a great presentation and looks forward to part two next month.

G. Board Member Committee Liaison Assignments

Mr. Dronen noted that the Board Member Committee Liaison assignments are on BoardDocs and are effective immediately. He shared that many of the members will remain on the same committees that they were on this year.

VII. Administrative Items

A. Treasurer's Report for April 2022

Mr. Johnson presented the Treasurer's Report for April 2022. The total fund balance for all accounts is \$179,286,658. The District is starting to see more invested, particularly in the operating funds accounts as it has revised its cash management plan through when it expects property tax revenues. About two-thirds of cash in operating funds are now invested in accordance with the District's cash management plan, hopefully benefitting from the rising interest rates. There is still significant uncertainty from the county about the timing of the tax bills. Several weeks ago, Mr. Johnson attended a virtual hearing with the county commissioners on the subject. It appeared as though some confusion remains on how to move forward and to do so in a timely and accurate fashion as they implement new systems. Conversations continue to take place with the District advocating not only on its own behalf but for other school districts and government bodies in the same position. Mr. Johnson hears a wide variety of dates when tax bills will be ready with some thinking it could be as early as November or December with others thinking it could be in the next calendar year. The District will continue to monitor this and from a cash flow perspective, it is

comfortable through the end of the calendar year. If bills are not ready until the new year that is when this will become more difficult with the District's current investments.

B. Financial Reports for April 2022

Mr. Johnson presented the Financial Reports for April 2022. Operating revenue was \$123,724,916 for the first ten months of the fiscal year, or 14.31% higher compared to last year. There are timely payments from the state and federal governments. Property tax collections in the spring also went well. Other local sources are maintaining a year-long positive variance due to the program that the District is offering this year such as a more comprehensive extracurricular program and travel experiences for students.

The budget has started to be updated with the tentative amendments. On the expenditure side, the adopted budget for operating revenue is 5.34% higher, which is greater than expected. Operating expenditures were \$93,583,958 through April, or 6.48% higher. Exclusive of interfund transfers, expenses were 3.28% higher than last year, and they continue to trend closer to budget as compared to earlier in the year when expenses were farther ahead of the budget. The adopted budget for operating expenditures is slightly higher than last fiscal year. The budget amendment will be presented for approval at the June Board meeting, the tentative budget amendment has been reviewed with the Finance Committee and there will be a final budget amendment. The District is seeing improvement from last month on the revenue side as well as on the expenditure side as it tracks closer to what was expected.

VIII. Consent Agenda

- Bill List for the Period, April 1 – 30, 2022
- Personnel Report (Appointments, Resignations, Retirements, Stipends - Appointment, and Stipends - Separation)
- Bright Horizons Contract Renewal
- Special Education Transportation Renewal
- Mark Vend Contract Renewal
- Architectural Contracts with Cashman Stahler Group: Transitions Program Phases 1 and 2, Duke Childs Field Improvements, and Northfield Campus AV and Classroom Upgrades
- Intergovernmental agreement with the Village of Winnetka for electrical transformer purchase, installation and easements
- Consolidated District Plan for Grants

Mr. Dronen inquired if any members wanted to pull an item off the Consent Agenda, no one chose to do so. Ms. Alcantara moved that the Board of Education approve the Consent Agenda, which includes: Bill List for the Period, April 1 – 30, 2022; Personnel Report (Appointments, Resignations, Retirements, Stipends – Appointment, and Stipends – Separation); Approval of a five-year contract extension with Bright Horizons and authorize the Associate Superintendent to execute the agreement subject to final attorney review; Extension of the Alltown Bus Service and Safeway Transportation agreements for the 2022-2023 school year and authorize the Associate Superintendent to execute the agreements; A three-year vending agreement with Mark Vend for the 2022-23, 2023-24, and 2024-25 school years and authorize the Associate Superintendent to execute the agreement; Architectural Contracts with Cashman Stahler Group: Transitions Program Phases 1 and 2, Duke Childs Field Improvements, and Northfield Campus AV and Classroom Upgrades; Intergovernmental agreement with the Village of Winnetka for electrical transformer purchase, installation and easements, subject to attorney review; and Approve the Consolidated District Plan for FY 2023 for the following grants: Title II-Part A, Title IV-Part A, Title I, Part A, and IDEA, Part B Flow-Through. Ms. Albrecht seconded the motion. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Albrecht, Ms. Alcantara, Mr. Das, Ms. Hahn, Mr. McLane, Ms. Tomlinson, Mr. Dronen

NAY: none

The motion passed.

IX. Board Member Reports

Mr. Das had no report for the **Booster Club**.

Ms. Albrecht noted that the **Facilities Steering Committee (FSC)**, met on May 10th and Mr. Johnson covered the items discussed in his earlier presentations.

Ms. Hahn shared that the **New Trier Educational Foundation (NTEF) Liaison Committee** met and discussed the continued collaboration on the Innovation Hub. A retreat was recently held with a representative from every discipline to start building out the curriculum for the Innovation Hub while NTEF works on the fundraising side. Ms. Hahn noted that the hope is to present on this at a future Board meeting. Mr. Rob Faurot will transition to the role of president for the NTEF's Board of Directors. Pitch Night will take place on Thursday at The Wilmette Theatre in a *Shark Tank* event with the students as entrepreneurs and parents and the community as the sharks.

Mr. Dronen attended the **TrueNorth Educational Cooperative 804** meeting on May 11th with much of the meeting devoted to finance. The committee reviewed the 2023 tentative budget which had been discussed with various stakeholders. They will vote to adopt the budget on June 8th. Ms. Ginny Glasner, Highland Park Chamber of Commerce CEO and Mr. Kenneth Henry, Chamber Board President discussed the TrueNorth/Highland Park Chamber of Commerce Workforce Development initiative. The goal of the collaboration is to create workforce development resulting in paid employment opportunities for Transition students at TrueNorth.

Mr. McLane noted that the **Community Engagement Committee (CEC)** will meet on Wednesday.

Ms. Alcantara noted there was a **New Trier Parents' Association (NTPA)** meeting on May 5th with a social hour that evening. She noted that the meeting was devoted to end of the year activities.

Ms. Tomlinson shared that the **New Trier Fine Arts Association (NTFAA)** met on May 11th. They reported that they gave away about \$18,000 in grants to 25 visiting artists and workshops. No financial aid was awarded this year as travel was limited due to Covid. NTFAA awarded 42 summer scholars which is an increase of 30%, totaling over \$16,000 in funding. Ms. Kim Ronan is the new president of the NTFAA.

X. Calendar of Events & Board Members' Requests for Staff Research and Future Agenda Items

Dr. Sally highlighted the following:

- The Recognition Dinner was held last Friday at the Renaissance North Shore Hotel. Dr. Sally thanked Ms. Dizon and her team for their work as well as the Board members who attended.
- Commencement is Sunday, May 29th.
- Many sports continue in state play-offs.
- The next Board meeting is June 6th.
- Semester exams are June 7th, 8th and 9th which will conclude the school year.

Mr. Dronen inquired if there were any requests for staff research or future agenda items of which there were none.

XI. ADJOURNMENT

Ms. Hahn moved, and Mr. Das seconded the motion, to adjourn. Upon a voice vote being taken, all members indicated they were in favor.

The meeting adjourned at 9:06 p.m.

Respectfully submitted,

Lindsey Ruston, Secretary

Keith Dronen, President