

**OAK PARK AND RIVER FOREST HIGH SCHOOL**  
**201 North Scoville Avenue**  
**Oak Park, IL 60302**

**Committee of the Whole Meeting**  
**May 14, 2019**

A Committee of the Whole Committee meeting was held on May 14, 2019. Dr. Moore called the meeting called to order at 6:36 p.m. in the Board Room. Committee members present were Matt Baron, Thomas F. Cofsky, Gina G. Harris, Craig Iseli, Ralph Martire, and Sara Dixon Spivy, as well as Dr. Joylynn Pruitt Adams, Superintendent; and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.

Also present were: Michael Carioscio, Chief Operations Officer, Karin Sullivan, Director of Communications; Greg Johnson, Assistant Superintendent of Curriculum and Instruction; Chris Thieme, Senior Director of Technology; Roxana Sanders, Senior Director of Human Resources; Dr. Gwendolyn Walker Qualls, Director of Pupil Support Services; and Cyndi Sidor, Interim Chief School Business Officer.

**Visitors**

OPRFHS faculty and staff KeJuan Carter, Amber Hooper, Jackie McGoey, Earliana McLaurin, Christopher Thieme, Dave Walksler and Eddie Stokes; community members LeVar Ammons and Laurie Fiorenzo; and Steve Schering of the Oak Leaves.

**Public Comments**

Dr. Pruitt Adams introduced Dr. LeVar Ammons, newly appointed Executive Director of Racial Equity, who noted his excitement for this opportunity to work at the District.

Members of the Security and Safety Team Cheryl McCloud, Dave Walksler and Eddie Stokes all affirmed their enthusiasm for their newly appointed positions.

**Minutes**

Dr. Moore moved to approve the Committee of the Whole meeting minutes of April 16, 2019, as presented; seconded by Ms. Sara Dixon Spivy. A voice vote resulted in all ayes. Motion carried.

[Update on Educational Technology](#)

The ET Department provided a second report of the year on Educational Technology.

The goals achieved this year were:

- Restructure of Management and Reporting Structure
- Stadium Fully Networked
- Integrated Student Helpdesk and Makerspace
- Updated tech in 35 classrooms
- Successful Year 3 of 1:1

Next year's goals are:

- Phone System Overhaul
- Security Enhancements
- Imagine Preparation

The Brightbytes survey results showed a deficiency in the used of the 4Cs, but classroom integration from individual teachers about equity, and district/community-wide initiatives continues to be developed. The 4C's are aligned with Strategic Plan Goal 4.

The building implemented a digital signage pilot program.

Fourteen staff members have completed the certified educator coursework. Google administers final exams and issues certificates. A certified person can more effectively integrate technology into the classroom and help students become more proficient.

Mr. Matt McMurray will replace Doug Hill as the new Instructional Technology Teacher Leader for next year. Mr. Hill received thanks for his work, particularly the implementation of the Makerspace. The group shared a video of what students were doing in Makerspace. This space allows students an opportunity to explore and hosts the Help Desk class. Dr. Pruitt-Adams received thanks for her support of this space.

A comprehensive social media guide for faculty and staff was developed and includes an empowerment use statement, guidelines for safe social media practices, and procedures for registering and maintaining school-related social media accounts. Ways to track media are also being explored.

Student Helpdesk class 2019-2020 Focus

- More hands-on experience with face-to-face customer support interactions.
- Integration of the Makerspace into the curriculum to foster innovation through individual Passion Projects.
- Extending our EdTech Student Worker capacity to provide more Student-to-Student technology support during every period of the school day.

The Library and the TLC both provide instruction on digital literacy and digital citizenship when teachers collaborate on projects, but, as of yet, there has been no way of reaching ALL students with these essential skills. Examples of Current Digital Literacy/Citizenship Instruction Already in Use:

- Keyword Creation/Wikipedia as a tool
- Source Evaluation Guide
- Google Search Strategies
- Citing Sources
- TLC Digital Citizenship & Googleversity Presentation Samples

In collaboration with the Library and English Division, we are embedding our digital literacy & citizenship instruction into the freshman English curriculum beginning in the 2020-2021 school year:

PURPOSE:

- Provide foundational digital literacy & citizenship skills for ALL students in their freshman year which they can continue to build upon as they move through high school.

IMPACT:

- Embedding digital literacy into the freshmen English curriculum will end the need for the summer digital literacy course which has been in place for the past three years.

### [Instructional Materials Update](#)

It was the consensus of the Committee members to recommend to the Board of Education that it approve the Instructional Materials, as presented, at its regular May meeting.

Under the provisional approval of the above instructional materials, teachers submitted texts for review by their Division Head and then the Assistant Superintendent for Curriculum and Instruction (ASCI). Once provisionally approved by both parties, the texts were later purchased from division budgets and utilized in the classroom. If the teachers using the materials deemed them to be successful, the texts were then formally submitted a second time to their Division Head and ASCI for Board approval. This year, approval is sought for 30 texts from the English Division, ten from the History Division, one from the Special Education Department, and one from the World Language Division. This report included two attachments:

a list of all texts submitted for approval and the Instructional Materials Adoption Forms submitted for each text. Any additional texts that are needed for next year’s students will be purchased out of next year’s Divisional budgets. No additional funds are needed to satisfy this request. These materials are not currently aligned with the freshman curriculum vision.

The Office of ASCI has received no list of books for deletion. A discussion also ensued about the number of texts in the History Division regarding African Americans. Mr. Johnson noted that these courses are taught in a culturally responsible way and through the curriculum evaluation process slated to come before the Board of Education.

Recognition of Teachers for Tenure

The following teachers will receive the Recognition of Teachers for Tenure for the 2019 school year.

Ackerman, Craig	Special Education	Makely, Lisa	PSS Social Workers
Bader, Adam	Mathematics	Mcguire, Meredith	Fine and Applied Arts
Benson, Conchita	PSS Social Workers	Prebble, Matthew	Fine and Applied Arts
Borja, James	Special Education	Sherman, Thaddeus	Counselors
Calcuttawala, Nabiha	PSS Social Workers	Smolek, Jeri	Special Education
Colamussi, Ginger	PSS Social Workers	Stephen, Michael	History
Doyle, Kelly A	PE, Health, Driver Ed	Stoeger, Mary	Special Education
Ecker, Jonathan	PSS Social Workers	Traphagen, Stephen	Science
Espinosa, Jill	Special Education	Wade Jr, Leandrew	PE, Health, Driver
Ferguson, Lauren	Mathematics	Education	
Himes, Khalida	Special Education	Watzman, Stephen	Science
Hobson, Darryl	Counselors	White, Valerie R	Fine and Applied Arts
Iliadhi, Alexis	Special Education	Wilson, Rockeya	Special Education
Kaiser, Kelsey V	Science	Woytek, Patricia	Special Education
Madock, Katherine	PSS Social Workers		

According to new teacher tenure acquisition rules under Performance Evaluation Reform Act (PERA), probationary teachers first employed on a full-time basis after the school district’s PERA implementation date may accrue tenure in one of three ways:

**Traditional Tenure:** Traditional tenure can be obtained after a teacher completes four consecutive school terms of service in which the teacher receives an overall annual performance evaluation rating of “Proficient” or “Excellent” in the last school term and at least a rating of “Proficient” or “Excellent” in either of the teacher’s second or third school term of service to the district.

**Accelerated Tenure:** Accelerated tenure is available after a teacher completes three consecutive school terms of service in which the teacher receives three overall annual performance evaluation ratings of “Excellent.” Since PERA was first implemented in our District on September 1, 2016, the earliest any probationary teacher who hasn’t previously attained tenure in a different school district in Illinois could acquire tenure would be at the end of the 2019-2020 school year.

**Portable Tenure:** Portable tenure is available after a teacher completes two consecutive school terms of service in which the teacher receives two overall annual performance evaluation ratings of “Excellent”, but only if the teacher: Previously attained tenure in a different school district in Illinois; and Voluntarily left or was honorably dismissed (RIF) from the prior Illinois school district in the school term immediately prior to the teacher’s employment with the District; and Received a rating of “Proficient” or “Excellent” on the two most recent overall performance

evaluations from the prior Illinois school district with both ratings occurring after the prior school district's PERA implementation date.

Most of the teachers who will become tenured at the end of the 2018-2019 school year will have acquired tenure by the traditional method, i.e. they have served as probationary teachers for four years and received an overall annual performance evaluation rating of "Proficient" or "Excellent" this year and last year. However, we have one teacher, who will acquire tenure under tenure portability rules, i.e. previously attained tenure in a different school district in Illinois that implemented PERA early and received "Excellent" evaluation ratings both in the previous district and for two consecutive school years in our District. This report was for informational purposes only.

#### Presentation of HUMANeX Integrated Solution for Talent Selection, Leadership Development, and Culture Assessment

Ms. Sanders introduced HUMANeX Integrated Solution for Talent Selection, Leadership Development, and Culture Assessment representatives, noting that this firm helps educational partners discover and develop the talents of individuals, educate and equip leaders and managers to coach, engage and develop individuals to their potential, and build critical processes and practices to create and sustain a culture of excellence. It offers of the talent management journey: Talent Excellence (Select), Culture Excellence (Grow) and Sustained Excellence (Multiply). These three arcs align well with the District's strategic goal of transformative leadership as will help us streamline and implement the Talent Management Plan.

This firm's focus is on realizing potential and it has been doing this for over 40 years.

Principal Talent 10 measures 26 talents of exemplar principals through an online assessment. Principals receive an individual report of their top 10 talents and developmental feedback. School District "composites" are available for a team feedback session. It identifies individuals' skills as a principal. It provides individuals with personalized developmental feedback to better understand their strengths. It engages principals as a team, using a common language of talent.

The tools and services it provides include 1) INSIGHTeX Survey (for measuring culture), a Student Engagement Survey (a mechanism to gather student information and help teachers understand how to increase student engagement and learning); 2) a Parent Engagement Survey (information for district leadership to use to improve the learning environment and school experience for students, and bridge the gap between school and home, and Create a culture of trust and mutual ownership over student growth); and 3) a TEAMeX Survey.

HUMANeX offers three plans that can interact with each other. The Blue Arc is the selection of products and services. It uses a StyleProfile Builder Online Screener for teachers, principals, frontline professionals, teacher-leaders, teacher-special education, paraeducator, and education specialist.

Grow Act - leadership development. The Green Arch is the professional development products and services. The options were available in the packet. Its Told Arc was the culture products and services. The administration asked that the Board of Education approve a three-year contract of \$63,900 annually.

Discussion/questions and responses ensued.

Q: How does this fit into the plan to hire more African-American teachers? How does this dovetail with equity work?

A: Because the focus is on talent without biases. It will identify people with experiences who may not have been selected.

Q: Have other districts been able to increase minority hiring?

A: North Chicago School District and Rich District in 227 and are using the whole product line and

are selecting teachers and principals. Meridian, Rockford, Bloomfield, Chicago Ridge, Schaumburg, and Highland Park are also using their products. Schaumburg is implementing HUMANeX's SEL tool in the next couple of weeks. HUMANeX can design tools for other demographics. HUMANeX has a white paper on increasing minority hires. It works with St. Louis, Texas, and Akron Ohio school districts. It looks at talent calibrated against top performers. Note: HUMANeX will not replace recruitment efforts, but it will enrich the plan. This is about the selection process. OPRFHS wants diverse and high-quality candidates. This tool is research-based, and the diverse candidates will be highly-qualified candidates.

Q: How is the survey typically administered to parents, and how does it capture as many of the parents as possible? How will parents be reached?

A: The school district will get the information out to parents. Participation may be low in the beginning but it would increase as trust is built. It is important to make the tool user-friendly.

Q: What experience has been had with HUMANeX?

A: The Senior Director of Human Resources knows of this firm via others and presentations held at conferences. Dr. Pruitt-Adams had checked with some of her sources as to the success rate of recruiting high-quality candidates and the responses were positive. This is about hiring, mentoring and retaining a diverse staff. Presently, OPRFHS does not have the interview protocol that can weed out "the fluff" to bring forward people with specific talents.

Q: Is the Builders Style a different screener? What kind of PD is provided?

A: PD around talents is one-to-one. Top leader talents would include "x". Then instructions for working with a team would be provided. The team would create a composite. It is about managing change, the growth mindset, community and parents, teaching staff, etc. It is very customizable.

Q: Are HR employees being trained?

A: Yes. Efficiency of time will be enhanced by the number of people trained in the tool.

Q: A goal of the Strategic Plan is that 80% of the students will feel welcome by their teachers. Will this tool give students' voice to the feedback?

A: There are some domains where the student voice can be incorporated, but that does not include being part of the evaluations.

HUMANeX will provide tools and professional development. It will build literacy around culture and meet with all levels of the school. Additional tools can be considered in the future. Most of the work is about driving the process throughout the organization. The HUMANeX consultant will be present for team building and facilitating.

Q: How do these services dovetail with the Strategic Plan's template for this?

A: Currently Goal 5 is Transformational Leadership. As the plan is rewritten, critical pieces will make a change in the District. The diversity piece is built in all of this. There are direct alignments with TTL and Dr. Pruitt-Adams is charged with making HR more efficient in the identification and training of candidates.

Q: What does working with the school administrators mean in terms of professional development? Does the current PD (instructional coaches, care team leaders, administrative positions and supervisory positions) fit in with this? Where is the actual data that shows the results of their work on minority hiring? Where does the proposal speak about racial equity, implicit bias, and the training on that work? How was HUMANeX focused on the District's mission and how does the proposal further that mission?

A: This program will not replace what is now available nor bring additional pieces to the table: It supports the Strategic Plan and the Talent Management Plan. The District will continue to do outreach and provide training on implicit bias via APPLITRACK.

Q: Beyond that, this seems to be more than talent management in terms of recruitment of candidates, staff development, parent and student engagement. How does this mesh with the people charged to do this work? Are those positions being reduced? Do they need additional PD by this group?

- A: The instructional coaches' role is different from the building leadership role which is aligned to the Strategic Plan. The Talent Management Plan is about the process for selecting, coaching, and onboarding. HUMANeX's focus is on talent and developing talent through leadership, knowledge and professional development. This will give the administration more tools in its toolbox.
- Q: Where is the data to suggest this entire package is necessary? What metrics have indicated what the high school is doing well and not doing well?
- A: This is a research and an evidence-based approach to enhancing internal systems. Depending on what is learned from the surveys, decisions can be made about what needs to be maintained and what services need to be moved.
- Q: After three years, will the District be able to continue on its own?
- A: The District will have the ability to renew, build capacity, or be on its own. Typically, when the impact is felt by the system and schools academic scores rise, the culture is better, it is directly related to impact and support. At that time the selection tools would be renewed.
- Q: Is there a package that relates to the screening process and replacing the current process? Is that available as opposed to everything?
- A: HUMANeX has an ala carte menu. All three help build capacity as an administrative team and alignment with board and superintendent goals. The belief is that OPRFHS would benefit from the three arcs.
- Q: One member noted that consultants had provided disappointing results and OPRFHS has severed relationships because it had wanted more information. Can HUMANeX delineate surveys by gender and race?
- A: Although that is possible, typically HUMANeX doesn't because it is a matter of trust and Confidentiality--trust will suffer.
- Q: What is driving this work in understanding why, primarily, black teachers are not staying and recruitment is not as high as it should be. How can that be presented?
- A: HUMANeX would customize the survey to understand that environment and address opportunities.
- Q: Would OPRFHS own the raw data, as this would be very important?
- A: HUMANeX would be open to sharing this data. RM: reiterated the need to have the raw data. S: will receive every question item in dimension,

It was the consensus of the Committee members to recommend to the Board of Education that the contract with HUMANeX Integrated Solution for Talent Selection, Leadership Development, and Culture Assessment at a cost of \$63,900 for the 2019-20 school year, be brought forward for further consideration at its regular May meeting.

#### [Presentation on Branding Project](#)

The Committee members received a presentation on a branding project of OPRFHS. The communications department is undertaking a project to establish a consistent brand identity for Oak Park and River Forest High School, one that honors tradition while showcasing modern-day OPRF and its aspirations for the future. We completed an RFP process to identify a consultant and have selected Sikich Marketing and Design, after negotiating a 40% reduction in their original price, for a final fee of \$24,676.

The company that has been identified is Sikich and it will conduct focus groups with staff, students, parents, and community members, as well as an online survey, to determine stakeholders' beliefs and expectations about the OPRF brand. Sikich will hold five focus groups, rather than the standard three, to ensure that that OPRFHS receive broad, extra-validated input. Sikich will provide the following project deliverables:

- School logo
- Athletics logo
- Co-branding options for various school subgroups (academic divisions, counselors, clubs, etc.)
- Revised tagline IF market research indicates one is warranted

- Brand standards guide to ensure consistent use of the logos and other visual elements (fonts, colors, etc.)
- Collateral marketing materials, including letterhead, business cards, email signature, PowerPoint templates, video intro, single-event promotional templates (fliers, postcard event plugger, website banner, etc.) The project will take about five months to complete, and we anticipate rolling out our new branding in early 2020.

The project will take about five months to complete, and it is anticipated that the new branding will be rolled out in early 2020. The last branding took place in 1908.

Mr. Baron was excited about this opportunity, but understood the importance of this project as there would be many opinions. He noted that there would be unintended consequences. A breakdown of the proposal follows:

<b>Description</b>	<b>Sub-total</b>	<b>% of Total</b>
Research	\$ 5,970.00	24.19%
Logo	\$ 4,975.00	20.16%
Tagline	\$ 796.00	3.23%
Design Package	\$ 4,975.00	20.16%
Co-Branding	\$ 1,393.00	5.65%
Brand Standards	\$ 2,985.00	12.10%
Project Management	\$ 3,582.00	14.52%
<b>Grand Total</b>	<b>\$ 24,676.00</b>	<b>100.00%</b>

The focus group will include one student group, two faculty members, and two community groups, as well as an online survey.

Dr. Pruitt-Adams stated that presently the high school has no specific letterhead, logo, and a consistency in messaging is needed. Ms. Sullivan stated that branding should drive all communications: OPRFHS’s image and brand took a beating with the *America To Me* documentary. OPRFHS does have an identity and reputation that it wants to project to the world.

Dr. Moore noted that the Board was not being asked to approve this project and by having the cost under \$25,000 it was a way for the Board of Education not to make a decision. Ms. Sullivan noted that because the scope of this project was similar to the one that Sikilit did for the Park District of Oak Park and the reason for bringing the cost down.

Ms. Spivy noted that the high school was not revenue based and did not think a “brand” was needed to tell people who OPRFHS is. The community knows what OPRFHS is. Mr. Iseli and Mr. Martire concurred with Ms. Dixon Spivy. Mr. Iseli wondered how the high school would police it or care to police it. Ms. Harris was excited as she felt the high school must be consistent and she suggested having two student groups. She too was feeling a resistance to having a new crest.

Dr. Moore asked “Why now given that IMAGINE is coming as well as other opportunities?” “What are the costs going to be in terms of phasing out the changing of the logo, etc.” While this is under \$25,000, it felt slippery to her because it did not consider future costs. This is an informational item for the Board, but what will this Board of Education or future Boards do when it receives a request for a budget item with regard to this change. Had this been thought through? A change of brand will not change OPRFHS. Dr. Moore also did not know the internal capacity as to the need for this process. Was a survey completed, information given, or something else? Ms. Sullivan stated that no one outside of the building was confused,

but that this has been on her list of things to do for a long time because of the District's inconsistent brand. Mr. Baron asked where was the line drawn on the money to be spent on branding?

Recessed 8:43 p.m. resumed 8:55 p.m.

#### Presentation on Preliminary Budget

The Committee received a presentation of the FY2020 Preliminary Budget. This budget is for information and will be updated when the Tentative Budget is presented in August. An estimate has been done on some of the cost and revenues, but in August the Tentative budget will be presented and the numbers should be closer to actual. The TIFs will fall in FY 2021.

The difference in revenues between FY 2019 vs. FY 2020 is (\$867,024). The District was awarded the Property Tax Relief Grant, which required the District to abate their taxes by \$5,803,938 in fiscal year 2020. The District will receive an early one-time lump sum payment of \$3,754,030. Starting in Fiscal Year 2020, \$3,754,030 would be included in future calculations of the school District's Evidence Based Funding Minimum. The difference in expenditures between FY 2019 vs. FY 2020 is (\$1,229,917).

Mr. Iseli stressed finding a way to be more transparent regarding capital outlay (transportation and technology) versus the building operations' budget, IMAGINE, etc. Note: \$7 million dollars is the initial projection for IMAGINE's Phase I in fiscal year 2020 will come from the fund balance, based on initial implementation in the schedule. A more accurate estimate will be provided by the team in August.

The total amount earmarked for Strategic Plan purchased services is \$376,510 versus \$296,701 in 2019. Mr. Martire noted that the two biggest line items were salaries in the Strategic Plan, up 6.8%. Committee members wanted a better understanding of purchased services and what the purchased services of consultants encompass.

Decreases in revenue include:

- 1) Abatement \$5,803,938
- 2) Tax Increment Financing (TIF)
  - Downtown Oak Park Greater Mall Area
  - Madison Street
  - Both TIF's end in December 2019 Federal Grants will be 90% funded in 2020
- 3) Federal Grants will be 90% funded in 2020.

Increase in revenue is the Property Tax Relief Grant of \$3,754,030.

Committee members asked if the District should be spending money on other things. If the District needs to identify future purchases, where will those funds be found? Mr. Martire stated that the ISBE was making some changes to its financial reporting due to ESSA and districts will be required to report expenditures in the EBF rubric, which should enhance student achievement and eliminate the gap. Mr. Iseli noted that the District had reviewed the rubric and had calculated the costing early on in the process and it should be available for future reference.

Salaries only rose 1% due to employees retiring or \$278,992. Transportation rose 2.5% and included field trips, after school athletics, and student activities, and the Strategic Plan expenses.

Expense decreases were:

- 1) Benefits
  - Rates
  - Retirement



- Health Insurance
- Purchased Services
  - 1% Contractual Services
- Supplies & Materials
  - 8% Repairs
- Food
- Supplies Capital Outlay
  - 17% Multi-Year Contract Renewals Furniture
  - IMAGINE Project Out of District Tuition and Other – 1%.

2) A balanced budget:  
 Property Tax Relief Grant  
 Abate \$5,803,938 - 2020  
 Early payment of \$3,754,030 Evidence Based Funding – 2019  
 Evidence Based Funding \$3,754,030 – 2020  
     \$7,508,060 - \$5,803,938 = \$1,704,122  
 Difference between Budgeted Expenditures and Revenues  
 Expenditures \$82,997,083  
 Revenues \$81,294,976  
 Difference \$ 1,702,107

If the Property Tax Relief Grant funds would have been paid in the same fiscal year as the abatement the budget would be balanced

Policies for First Read

It was the consensus of the Committee members to recommend that the Board of Education approve the following policies for first reading with the amendments so noted.

Policy 5:10, Equal Employment Opportunity and Minority Recruitment	Legal References are updated in response to Privacy in the Workplace Law, 820 ILCS 55/10(b), amended by P.A. 99-610, eff. 1-1-17. <b>ADD Gender Identity</b>
Policy 5:260, Student Teachers	IASB Recommends: PRESSPlus 1. P.A. 99-667 amended the School Code at 105 ILCS 5/10-21.9, 5/21B-15, and 5/21B-80(b) to carve out an exception allowing individuals with convictions involving certain drug offenses to obtain educator licensure or reinstate a license suspension/revocation seven years after the end of an individual’s sentence for these certain drug offenses. See 5:30-AP2, Investigations, for a list of these carved-out drug offenses. Issue 93, October 2016 PRESSPlus 2. Updated to clarify School Code requirements for student teacher complete criminal history records checks. 105 ILCS 5/10-21.9(g) applies to individuals who will be student teachers or who are beginning a required internship. PRESS subscriber feedback overwhelmingly prefers that “students doing field or clinical experience other than student teaching” not be in the sample default policy language. OPTION: For boards that want to include students participating in any field or clinical experience, amend this phrase to state “Before permitting an individual to student teach, or begin a required internship, or participate in any field experience in the District, ...” <b>ADD option: “Before permitting an individual to student teach, or begin a required internship, or participate in any field experience in the District...”</b>

<p>Policy 5:250, Leaves of Absence</p>	<p>IASB recommends adding: Child Bereavement Leave State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take child bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Child Bereavement Leave Act. Child bereavement leave allows for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of his or her child, (2) making arrangements necessitated by the death of the staff member’s child, or (3) grieving the death of the staff member’s child, without any adverse employment action. The leave must be completed within 60 days after the date on which the employee received notice of the death of his or her child. However, in the event of the death of more than one child in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Child Bereavement Leave Act. This policy does not create any right for an employee to take child bereavement leave that is inconsistent with the Child Bereavement Leave Act.</p>
<p>Policy 6:145 Migrant Students</p>	<p>IASB’s Recommends:  PRESSPlus 1. The policy and footnotes are updated to reflect new Title I program requirements under §6318 of ESEA, as amended by ESSA, and to reflect statutory language from 20 USC §§6396(a)(1)(E) and 6391(3).  PRESSPlus 2. 20 USC §6934(c)(3) requires that parents be consulted in the same manner as in §6318 (parent and family engagement – see Policy 6:170), and in a format and language understandable to parents. While some question whether the policy addressing migratory students improperly expands the scope to include family engagement, extension to families is not optional. See 20 USC §6318 (f), stating: Accessibility In carrying out the parent and family engagement requirements of this part, [school districts], to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports 6:145 6:145 1 of 2 required under section 6311 of this title in a format and, to the extent practicable, in a language such parents understand.</p>
<p>Policy 7:190, Student Behavior</p>	<p>IASB Recommends per 105 ILCS 5/22-33 (Ashley’s Law), added by P.A. 100-660, provides that school districts “shall authorize a parent or guardian or any other individual registered with the Ill. Dept. of Public Health as a designated caregiver of a student who is a registered qualifying patient to administer a medical cannabis infused product to the student on the premises of the child’s school or on the child’s school bus if both the student (as a registered qualifying patient) and the parent or guardian or other individual (as a registered designated caregiver) have been issued registry identification cards under the Compassionate Use of Medical Cannabis Pilot Program Act.” Once the product is administered, the designated caregiver must remove the product from the school premises/bus. The product may not be</p>

	<p>administered in a manner that would (in the school or district’s opinion) create a disruption or expose other students to the product, and schools are not required to authorize use of the product if the school or district would lose federal funding as a result. For more discussion, see 7:270, Administering Medicines to Students. Issue 99</p> <p>PRESSPlus 2. 105 ILCS 5/10-22.6, amended by P.A. 100-1035, allows in-school suspension programs for K-12 students to focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel, and districts may employ a school social worker or a licensed mental health professional to oversee in-school suspension programs. Providing programming during in-school suspensions is not required, however providing such programming will help distinguish them from exclusionary suspensions.</p>
<p>Policy 8:110 Public Suggestions and Concerns</p>	<p>IASB recommends deleting the following statements: Please also refer to the following current agreement: Agreement Between the Board of Education of Oak Park and River Forest High School District 200, County of Cook, of the State of Illinois and the Oak Park and River Forest High School Faculty Senate, IEA/NEA. This policy refers to Uniform Grievance Act, and applies to all faculty and staff, not just the teachers.</p>

A couple of Board members suggested keeping a checklist so the Board of Education knew that policies were being followed.

**Future Agenda Items**

- 1) Master Plan for Village of Oak Park - attendees at IGOV. a take away was to have each group infrastructure and transportation public safety innovation and environment through equity lens. Possible action item to the Board for discussion.
- 2) Community Finance Committee Presentation, including inviting the members at a future COW meeting.

**Adjournment**

At 9:34 p.m., Dr. Moore moved to adjourn the meeting; seconded by Ms. Dixon Spivy. A voice vote resulted in all ayes. Motion carried.

Submitted by:  
Gail Kalmerton, Clerk of the Board