

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

**Committee of the Whole Meeting**  
**August 13, 2019**

A Committee of the Whole Committee meeting was held on August 13, 2019. Dr. Moore called the meeting was called to order at 6:35 p.m. in the Board Room. Committee members present were Matt Baron, Craig Iseli, Ralph Martire, Dr. Jackie Moore, 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, Executive Director of Communications and Community Engagement; Greg Johnson, Associate Superintendent; Christopher Thieme, Senior Director of Technology; Roxana Sanders, Assistant Superintendent of Human Resources; LeVar Ammons, Executive Director of Racial Equity and Student Success; Dr. Gwendolyn Walker Qualls, Director of Pupil Support Services; and Cyndi Sidor, Chief Financial Officer.

**Visitors:** John Steltzer, Susan Johnson, Carolyn Gust, Lynn Menth, Alysia Alfano, Fred Preuss, Jeff Bergmann, OPRFHS Faculty and Staff, Fred Arkin, Lynn Kamenitsa, Stephen Shuler, and Burcy Hines; community members and Steve Schering of the *Oak Leaves*; Josh Czerniak, Mike Denz from FGM and Josh Warriner, Jay Ripsky from Pepper Construction.

**Minutes**

Dr. Moore moved to approve the minutes of June 18, 2019, as presented; seconded by Ms. Dixon Spivy. A voice vote resulted in all ayes. Motion carried.

**Public Comments**

Mr. Arkin made the following statement: “The report regarding the long-term facilities plan update is very disappointing. After the countless hours and dedicated work that our Imagine Group along with Perkins & Will put in over 18 months, the fact that the administration is recommending Option 1 in which construction work would not start until 2021 is an affront to all of those dedicated volunteers. It seems as if the work of the Imagine process is being ignored. Many of the issues outlined in this memo had been addressed by the imagine report.

“When I was a board member we approved this project it was with the understanding that the timeline for the design process would allow for construction to commence in the spring of 2020 and project completion would be about Jan 2022.

“Pushing this timeline forward by over 12 months is very problematic. It will ultimately result in a considerable increase in overall cost for the project and future imagine work.

“Looking at the vision in this memo ‘Attention to Equity’ is a cornerstone. However delaying this project will delay the implementation of equity initiatives. Project 1 is all about equity, creating comfortable safe space where students can remain for extended periods of time, providing much needed renovation to our Team Spaces, creating a student resource center, renovating 76 classrooms to accommodate project based and student centric learning, installing an ADA compliant elevator and gender neutral bathroom.

“Last year heard loud and clear from the community the urgency to move forward on equity. Project 1 is a critical component of that equity work. This district must move forward with a great sense of urgency to make sure this project is on time, on budget and provides the scope of work as passed by this board last December. I ask that this board hold the administration, our design professionals and construction managers feet to the fire and get this project started next spring.”

At 8:15 p.m., the Committee recessed and resumed at 8:23 p.m.

### Student Participation Report

Greg Johnson, Susan Johnson, and John Stelzer presented the 2018-2019 Extracurricular Participation Report, which included recommendation with program evaluation. Decision Ed collected the data via Skyward and Data Warehouse. The data contains participation information for all clubs, activities, and athletics. The Director of Student Activities and the Athletic Director analyzed this data. Note: the term “Extracurricular Activity” will encompass both athletics and clubs. If the data is referring to athletics only the term “sport” is used and if the data refers to only a club in the Student Activities department, the term “club” is used.

In 2018-19, 78 percent of the students were involved in at least one extracurricular activity, including Off-Campus students. This was a decrease of .3% from last year.

In the 2018-19 school year in sports, there were 1,145 non-duplicates and 1,899 club non-duplicates. Note: 1,872 roster spots were filled, including 457 students in multiple sports; 1,899 students are involved in at least one club. However, 3,531 roster spots were filled, including 1,632 students in multiple clubs.

The following table shows that the CPAs of students who participate in at least one activity compared to students who are not participating in any school sponsored activities:

	Unweighted GPA	Weighted GPA
Participating Students	3.224	3.447
Non-Participating Students	2.685	2.778

The table below shows the average unexcused class absences by period for non-participating students compared to participating students.

18-19 Participating Students	15.45 Class periods
18-19 Non-Participating Students	36.76 Class Periods

Club sponsors and coaches uphold expectations of school-day attendance and academic success for the students to participate in their activity. With another adult in the building holding students accountable, our students are more likely to be successful.

An upward trend continues in extracurricular participation rates, mainly due to the continued support and increase in stipends over the past two school years, as well as the inclusion of all of our unofficial clubs in our data collection. There were several clubs and activities that displayed significant growth this year. Some of the clubs with the most significant increases in participation are:

- Intramurals grew from 209 participants to 345 participants
- International Thespian Society grew from 95 participants to 143 participants
- Best Buddies grew from 90 participants to 137 participants
- Black Leaders Union grew from 32 participants to 71 participants
- Vocal Jazz Ensembles grew from 36 participants to 62 participants
- Women in Leadership grew from 23 participants to 42 participants

Based upon participation rates by race, OPRFHS does not have a significant participation gap between the overall student population and those students that participate in the extracurricular program. The diverse student population is well represented in extracurricular activities, i.e., 77.3% of students who identify as multi-racial participate in activities. The participation of males and females this year is similar to last year with 48.4% of students who identify as male are active, and 51.6% of students who identify as female are active.

Of the 170 staff members who were involved in the extra-curricular program from last school year, 130 were certified teachers or 44 percent of the teaching staff are involved in extracurriculars. In addition, 58 coaches and 15 sponsors are from “out of the building,” many of whom are teachers with other school districts, including Districts

90 and 97. Additionally, while the vast majority of the sponsors coach only one activity, over a third of the sponsors are involved in more than one activity. Impressively, five of our staff members dedicate themselves to four extra-curricular sponsorships.

The APA (A Place for All) Club has 40 student participants. Due to confidentiality concerns, this club does not report a roster. Therefore, APA is not included in this report.

Discussion ensued. The national norm of student participation in extracurriculars are between 64 to 65 percent versus OPRFHS's percentage of 78%. One member requested standardizing Board reports to include GPA numbers broken down by race or gender and weighted versus unweighted grades for students who participate versus students who do not participate in extracurriculars.

2019-2020 New Hire Demographics

The administration presented the New Hire Demographics Report for the 2019-20 School Year. The goal is to increase diversity of staff to the demographics of the students.

Minorities comprise 52% of all the new hires and 42% of faculty new hires. For the 2018-2019 school year, minorities represented 54% of all new hires and 37.5% of faculty new hires. Last year, the total number of new hires was 48 compared to 27 this year, and the number of new faculty members was 24 compared to 19 this year. The slight decrease in the overall percentage of minority new hires across all employee categories from 54% to 52% is due to a significant decrease in the total number of hires other than faculty: 8 in 2019-2020 as opposed to 28 in 2018-2019. A few positions are open due to last minute resignations, which may make minority even higher than last year.

Employee Category	Asian/ Pacific Islander				Black				Latinex				White				Total
	Male	Female	Total	% of Total	Male	Female	Total	% of Total	Male	Female	Total	% of Total	Male	Female	Total	% of Total	
Administrators	0	0	0	0%	1	1	2	100%	0	0	0	0%	0	0	0	0%	2
Faculty	1	1	2	11%	2	3	5	26%	0	1	1	5%	8	3	11	58%	19
Non-Affiliated	0	0	0	0%	1	1	2	67%	0	0	0	0%	0	1	1	33%	3
Food Service	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0
Buildings and Grounds	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0
Safety and Support	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0
Classified Personnel	0	0	0	0%	1	0	1	33.33%	0	1	1	33.33%	1	0	1	33.33%	3
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>7%</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>37%</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>7%</b>	<b>9</b>	<b>4</b>	<b>13</b>	<b>48%</b>	<b>27</b>

Discussion ensued. The administration reported that the new hiring tool's assessment has been loaded into the application, administrators were trained on structured interview, and monthly trainings will continue for next year's hiring season.

Update on Long-Term Facilities Plan

The administration presented an update on the status of the preconstruction work for the Long-Term Facilities Plan - Project 1. It outlined two options and the District's recommendation for its preferred option.

Discussion ensued regarding programming/space utilization study. The programing meeting the highlights and space program.

D200's 2018-19 average utilization rate of classrooms was 68.5%. The classroom distribution by division needs to be rationalized. The building disruption master plan considerations for Project 1 include:

- Swing space for displaced classrooms
- Lunch space for underclassmen
- Outside use of building (ex. book sale)
- School Refusal Program
- Latin Room 339
- Driver Ed at the north end of building in Master Plan
- Mail Room/Duplicating Room

Driver Ed will be transplanted to another area.

The administration recommended Option 1 Timeline for Phasing and Sequencing, which would have construction start in 2021 on the south cafeteria, part 1 of special education and the main entrance/student commons, presented in April. The administration felt Option 1 would have less of an impact on school operations, have less of a financial and a design risk, would allow more time for the District to respect the feedback/input from all of the stakeholders, and absorb delays due to permitting authority, budget validation/reconciliation, etc. This feedback would be different from the feedback IMAGINE received. A visual tool will be used. It was recommended that a community forum or town hall be held to get feedback from various stakeholder groups (division heads, faculty, and students, etc.) via a community forum or town hall. These events will not add more time to the schedule nor add to architectural or engineering costs to this project. FGN's assist would be organizing, providing individual stations, and having individual conversations. The administration would plan the event. Option 1 will allow time to absorb delays, i.e., permitting authority, budget validation/reconciliation.

Mr. Carioscio stated that this is about coordination of the work and the staging, which drives the phasing and sequencing. The chart does not overlay the \$5 million for Life Safety and \$14.5 million of capital improvements. Option 1 equates to four years of summer work compressed into three. Option 2 equates to two summers of work. The Board of Education had asked for efficiencies by packaging life safety, capital improvements, and Project I. Option 1 will do that. The savings would come from the supervision of the construction manager, construction costs, and logistics. The challenge will be the disruption of the nearly 1,300 students enrolled in summer school.

Option 2 would start construction on the South Cafeteria in 2020. Option 2 presents greater risk, i.e. south cafeteria and other components for budget alignment. However, no perfect approach exists. A hybrid might allow construction to begin in June 2020 on the South Cafeteria. Mr. Carioscio noted that a delay in hiring the design team had delayed the start of Project 1. One Board member remembered that the Board's expectation from the materials and discussion about Project 1 was that June of 2020 was to be the date that construction would start and the Board had accepted that date. The administration noted that no one from construction, at the detailed level, had been actively engaged in this process from the beginning to the end. One member noted that construction over a four-year career of a student was arugulas and contingencies would exist no matter which option is chosen.

The administration stated that the more condensation of the work, the more disruption that will occur. It is about balancing the perspective of the people who do and understand the work; it is a matter of how much risk the Board of Education is comfortable.

Mr. Baron supported Option 2 because he is more conservative. Mr. Iseli asked the following questions: 1) Is the design work being phased? 2) Is the design work for Project 1 and 2 being completed before going out to bid? 3) Is either project being front-ended? 4) Is the District short-cutting itself by doing design, projects, and design? 5) Is there a design risk in not designing it all together? What worried him about delaying was that it also delayed the yet unknown risks and a further delay would extend this work, and it would lose the momentum of the community. He disagreed with the point that says there is greater benefit in allowing extra time in the execution of a project. He leaned toward wanting to go faster than slower and if a hybrid could be found, it would be better to learn the yet-unknown things faster.

FGM noted that both options were being presented in full confidence that the District can move forward with either one of them.

The next step will be to create a timeline with the dollars of a hybrid plan. The Committee members asked that the displacement of summer school, who will be in charge, and how the community will be advised of this be included in any further reports, as well as to how the feedback from stakeholders would be used from a town hall, etc., given that this has already occurred. Providing the community with this information could be beneficial, but asking for input could be dangerous.

Ms. Dixon Spivy concurred with Mr. Iseli and Mr. Baron. Mr. Martire felt spending more time would be a better approach. However, since the experts said that they could do either plan, he preferred Option 2. Dr. Moore agreed with Option 2, but gave the caveat that the Board was not the expert. She wanted to know what was feasible/doable.

In September, a refined timeline will be submitted to the Board of Education with budget validation with the original Imagine estimates and cost. In October, a preliminary “operational impact” of school and building functions during construction will be submitted to the Board of Education.

FGN reported that it had completed its meetings with all of the division heads and was waiting to meet with the tutoring center person regarding Project 1. All seemed to be on the same page relative to the goals for this project and the teachers who currently reside in one classroom.

Mr. Carioscio spoke to the space utilization study. This study was undertaken by the design team in order to understand how current classes are scheduled and to be a tool for the District when starting to look at scheduling and the spaces in the building. Last year’s master schedule was used to determine the utilization rate of 68.5%. General recommendations for high schools is 80% utilization. A utilization rate of 80% would mean that nine classrooms could be repurposed for other things. Ultimately, not all teachers would own a classroom, but they would have an office. The building will then be able to support 3,700 students. In the 2020-21 school year, enrollment is projected to top out at 3,519. FGN stated that in unpacking the master plan, some things were not adding up in Project 1, i.e., 10 entry sections in math and a decrease in World Languages and History, etc. The results of exploring the rearrangement of the classrooms will first be shared with the administration and then with the Board of Education. FGN stated that when Project 1 is completed, the number of classrooms will be less but utilization efficiency will be enforced. FGN will explain to teachers the reasons why rearranging spaces is best. This model will allow for more fluidity in terms of access to spaces as well as the ease of students being able to locate teachers in their offices. If there were a way to deliver all of the new programs without losing teaching stations, the school could stay at its current utilization rate of 68.5%. Science already is at 88% utilization, meaning no teacher has a room for a full day. One member stated that the messaging of this will be important and should include the teacher equity.

### **Fueling IGA Agreement**

Although it was the consensus of the majority of Committee of the Whole members to recommend to the Board of Education that it approve the Fueling IGA Agreement at its regular meeting, several legal items needed clarification.

- 1) Who is the prevailing party?
- 2) Who would get relief?
- 3) Review “fee is subject to change”
- 4) What is the meaning of “District releases #8 from liability to person or property...any use of fuel purchased?”

The \$.21 per gallon charge will go toward maintaining the fueling station. Based on current usage, it would cost the District about \$1500 per year. Initially, the Village requested a percentage of the capital projects according to how many vehicles it used. While contract negotiations have been ongoing since the fall, now all of the other governing bodies but OPRFHS have signed this agreement. The District will use another service when staff go out of town so that they will not have to pay tax or the village charge.

### Presentation of College Board School-wide PSAT Testing Contract

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that the quote for the fall school-wide PSAT 8/9 and PSAT NMSQT be approved at its August 22, 2019 meeting.

In alignment with the Strategic Plan Goal and Data Awareness Framework’s Student Achievement focus, the PSAT 8/9 establishes a baseline measurement of college and career readiness. The PSAT 8/9 will provide educators with an early opportunity to measure and monitor student performance and pinpoint areas for improvement. The PSAT/NMSQT helps students prepare for the SAT, enter scholarship and recognition programs, plan for college and the workplace, understand potential for success in AP, receive information from colleges and improve their skills.

School-wide PSAT testing will take place on Wednesday, October 16. Eighth grade student placement testing will be October 12 and 19 (Saturdays). Results will be received December and the results will be shared with the community in the spring.

Each student that participates in the suite of assessments has an individualized Score Report Plus via upload through Khan Academy™, which includes a customized SAT study plan and personalized practice for students. In addition, students

will have access to RoadTrip Nation — the College Board’s partner program for students to explore majors, colleges and careers.

#### Presentation of Securalex Contract

It was the consensus of the Committee of the Whole members to recommend that the Board of Education renew the one-year contract with Securalex at its regular meeting on August 22, 2019. This company provides supplemental Campus Safety staffing for third shift and holiday work. It represents a 9.1% price increase from \$16.04 per hour to \$17.50 per hour due to the new Cook County minimum wage increase of \$1 per hour. Next year’s budget for this service is \$61,000 versus \$55,000 from last year.

The District will save money on healthcare, etc. by not hiring another employee. Committee members suggested that this receiving training in the District’s equity policies, ICE and the police entering the building, etc. as well.

#### Presentation of Contract with Hyatt for Prom Venue

The agenda item was removed from the agenda.

#### Presentation of Contract with Educational Consultant

This contract enlists the services of Mr. Chandler to engage in data collection and reporting practices in the high school, which may include but not be limited to working with administrators/staff to collect, analyze, and report data related to

- o Discipline referrals/consequences
- o Attendance (including analysis of tardy data)
- o Mobility rate
- o Demographics
- o Strategic Plan goals
- o Non-instructional time would include regularly attending and serving as an expert consultant to the Culture Climate and Behavior Committee with District Administration as appropriate for the execution of the responsibilities previously identified. In addition to data collection and interviews with several building/district administrators, data leaders and other key stakeholders, Mr. Chandler will have regular communication with Board leaders, participate in team meetings, and report key findings to the Associate Superintendent.

The following questions arose about the contract:

- 1) “Bird” is a typo in the infringement clause
- 2) No references to how he would bill, who he would bill, how is his time checked.
- 3) The contract should include a clause on taxes and benefits. Sub Para E 1 creates obligations for the District. It is exculpatory and the standard clause is that this is an independent contractor who has the sole responsibility of taxes and the consultant would indemnify for that.
- 4) Prevailing party language?
- 5) Intellectual property?
- 6) Work for hire?
- 7) How is the work substantiated? A claim could be submitted for more money for which the District could agree or not.

Mr. Martire felt the Board of Education should have a policy regarding prevailing party. He will also provide a template for this type of contract.

#### Presentation of Contract with Cosmetology School

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the contract with Ms. Roberts Beauty School for the 2019-20 school year as well as funding for it and Erskine Reeves Barber Academy for this school year for a total amount up to \$100,752 for up to 12 students at the Special Board meeting on August 13, 2019.

#### Presentation of Master Agreement for Construction Manager

It was not the consensus of the Committee of the Whole members to approve the master agreement with Pepper Construction at the Special Board meeting following this meeting. Instead, it will be brought forward at the Regular Board of Education meeting on Thursday, August 22, 2019, if the legal teams can resolve the wording in 2.2.6 sub clause (c). Contingencies: being responsible “inferable from construction documents” is too wide-open and (d) excess of

subcontractor price. All of the bids are publicly open and the Board of Education will approve if the procurement process is selected.

**Presentation of Tentative Budget**

Below is a chart of an all funds comparison of budget revenues with prior years.

SOURCE	Unaudited Actual FY 2016	Unaudited Actual FY 2017	Unaudited Actual FY 2018	Unaudited Actual FY 2019	Unaudited Actual FY 2020	Preliminary Budget FY 2020	Tentative Budget FY 2020
Real Estate Taxes	\$54,518,000	\$70,478,000	\$65,927,000	\$65,685,111	\$61,910,116	\$61,910,116	\$59,297,722
Other Local Rev.	\$ 5,650,000	\$ 7,535,000	\$ 9,347,000	\$ 7,839,039	\$ 8,057,072	\$ 8,057,072	\$ 8,157,072
EBF (GSA)	\$ 1,337,000	\$ 1,503,000	\$ 2,460,000	\$ 2,462,485	\$ 2,451,723	\$ 2,451,723	\$ 2,455,724
Property Tax Relief Grant	\$ -	\$ -	\$ -	\$ 3,754,031	\$ 3,754,031	\$ 3,754,031	\$ 3,754,031
State-Aid	\$ 2,288,000	\$ 2,081,000	\$ 2,448,000	\$ 1,562,351	\$ 1,913,968	\$ 1,913,968	\$ 2,001,446
Federal Grants	\$ 2,107,000	\$ 3,145,000	\$ 3,013,000	\$ 2,951,672	\$ 3,208,065	\$ 3,208,065	\$ 3,022,251
Total Revenues	\$ 65,900,000	\$84,742,000	\$83,195,000	\$84,254,689	\$81,294,975	\$81,294,975	\$78,688,246

**Real Estate Taxes.** The District was awarded the Property Tax Relief Grant, which required the District to abate taxes by \$5,803,938 in fiscal year 2020. The District did receive a one-time payment of \$3,754,031 in May 2019. Starting in fiscal year 2020, \$3,754,031 will be included in future calculations of the school District's Evidence-Based Funding Minimum.

The explanation of Revenue Assumptions FY 19 Actual to FY 20 budget were that the property tax revenue will decrease from FY 19 to FY20 by \$6.4 million due to the timing of the property tax abatement, as required to qualify for the property tax relief grant. The abatement was \$5,803,938 and the Property Tax Relief Grant was \$3,754,031. The District will receive \$1.4 million in TIF surplus revenues in FY 20. Next year the District will receive taxes from the new property. State revenue is budgeted an increase from FY 19 to FY 20 due to an expected increase in special education private facility tuition.

SOURCE	Unaudited Actual FY 2016	Unaudited Actual FY 2017	Unaudited Actual FY 2018	Unaudited Actual FY 2019	Unaudited Actual FY 2020	Preliminary Budget FY 2020	Tentative Budget FY 2020
Salaries	\$43,595,000	\$44,592,000	\$46,447,000	\$48,328,000	\$47,775,992	\$47,775,992	\$48,540,491
Benefits	\$10,512,000	\$12,089,000	\$11,400,000	\$11,369,000	\$11,677,095	\$11,677,095	\$11,877,522
Purchased	\$ 6,547,000	\$ 6,923,000	\$ 7,100,000	\$ 7,150,000	\$ 7,895,023	\$ 7,895,023	\$ 8,297,400
Services Supplies & Materials	\$ 3,222,000	\$ 3,622,000	\$ 4,050,000	\$ 3,998,000	\$ 4,152,893	\$ 4,152,893	\$ 4,153,752
Capital Outlay	\$ 5,367,000	\$ 6,236,000	\$ 5,800,000	\$ 5,136,000	\$ 5,694,165	\$ 5,694,165	\$12,010,060
Out-of-District Tuition & Other	\$ 5,351,000	\$ 5,202,000	\$ 5,500,000	\$ 5,934,000	\$ 5,801,915	\$ 5,801,915	\$ 5,955,915
Debt Service	\$ 2,535,000	\$ 2,426,000	\$ 1,007,000	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$77,129,000	\$81,090,000	\$81,304,000	\$81,915,000	\$82,997,083	\$82,997,083	\$90,835,140

IMAGINE PHASE ONE: \$6,300,000 is the initial projection for IMAGINE Phase I in fiscal year 2020. A more accurate estimate will be provided by the team in September 2019.

The revenue assumptions for FY 19 Actual to FY 20 Budget were:

- Property tax revenue is budgeted to decrease from FY19 to FY20 by \$6.4 million due to the timing of the property tax abatement, as required to qualify for the property tax relief grant.
  - Abatement \$5,803,938
  - Property Tax Relief Grant \$3,754,031
- The District will be receiving one final TIF surplus revenue in FY20 budgeted at \$1.4 million.
- The State revenue is budgeted an increase from FY19 to FY20 due to an expected increase in special education private facility tuition.

Property Tax Decrease Explained

Cook County Taxes are due on March 1 and August 1 of each year. The March 1 tax bill is an estimated bill which equals 55% of the total tax bill from the previous year. The September 1 tax bill equals the new annual tax bill less what was billed as an estimate in the spring. The FY 20 budget will consist of the Fall 2019 collections (approximately 45% or the “true-up”) and the spring 2020 collections (55% of total of the previous year). The decrease in property tax revenue is due to the \$5.8 million abatement. The 2017 and 2018 tax levy shows a \$4.5 decrease in the levy, because the 2018 levy includes the \$5.8 million tax abatement and 2.1% CPI increase. Thus, the District will see a decrease in the real estate tax revenue for FY20.

The expenditures changes were as follows:

Consistent Salary & Benefit Costs

Retirees saved \$1.1 million difference in salaries

Purchased Services Increase

\$337,000 increase in Strategic Plan

\$190,000 increase in EDP Tech v \$144k increase in anticipated building repairs

\$61,000 increase in anticipated system and equipment maintenance

\$59,000 increase in an added wellness program

\$52,000 increase in telephone system

\$46,000 increase in the IDEA grant expenditures

\$24,000 increase in AP testing

Capital Increase

Project 1 Construction Costs to begin in FY20

\$12 million for Capital Improvements and Project 1 Construction in FY2 0

The Salary and Benefits Budget showed the amount of salaries by groups for FY 20. Buildings and Grounds, Campus Security, and Food Service have contracts still in negotiation. The Strategic Plan budget is determined by the Executive Cabinet who matches goals to strategies. Last year these would have been reflected in purchased services.

The District will receive more funding for Special Education than last year due to state transportation, medicaid outreach, and fee for services, which allows the District to claim staff members who assist all of the students, i.e. social workers, guidance counselors, nurses, etc. Note that private tuition and transportation has some increase and room and board is always fluid.

When comparing the expenses and revenue of FY 19 and FY 20 Operating Funds (Funds 10, 20, 40, and 70), the results are:

	<u>FY 19 Budget</u>	<u>FY 19 Actual</u>	<u>FY 20 Budget</u>
Revenues	\$78,271,731	\$78,620,451	\$73,553,337
Expenditures	\$76,005,378	\$74,903,096	\$76,926,935

Ms. Sidor stated that she anticipated a deficit budget because the District abated taxes and it was using \$6.3 million from its fund balance for IMAGINE.

Timing of Budget

Some of the Committee members felt that the detail provided was not helpful. Suggestions were to do fund reporting and give historical in addition to the projections, i.e., a 10-year sequence by fund. One member felt that the Board of Education should have formalized expectations of the budget. One member wanted to understand the increases but also desired to see the overall metrics to which the Board cares. One member suggested not calling this a “balanced budget,” but “anticipated deficit budget.” The administration noted that the five-year projections would be presented in October using the Forecast 5 model.

Presentation of Resolution for Prep, Placement & Publication of Tentative Budget

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the Resolution Authorizing Preparation, Placement for Inspection and Publication of the FY2020 Tentative Budget at its Special Board Meeting later this evening on August 13, 2019.

### Policies for First Read

- [Policy 2:110, Qualifications, Terms, and Duties of Board Officers](#)
  - [Policy 2:140, Communications To and From the Board](#)
  - [Policy 2:230, Public Participation at Board of Education Meetings and Petitions to the Board](#)
  - [Policy 2:240, Board Policy Development](#)
  - Policy 2:260, Uniform Grievance Procedures
  - [Policy 4:90, Student Activity Accounts](#)
  - [Policy 5:35, Compliance with the Fair Labor Standards Act](#)
  - [Policy 5:40, Communicable and Chronic Infectious Disease](#)
  - [Policy 5:130, Responsibilities Concerning Internal Information](#)
  - [Policy 5:180, Temporary Illness or Temporary Incapacity](#)
  - [Policy 5:290, Employment Terminations and Suspensions](#)
  - [Policy 6:40, Curriculum Development](#)
  - [Policy 6:110, Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation](#)
- ### Incentives Program
- [Policy 6:340, Student Testing and Assessment Program](#)
  - [Policy 7:170, Vandalism](#)

### Questions/comments:

1. Any comments to other board members should be sent to Ms. Kalmerton and Dr. Pruitt-Adams.
2. The Board's policy committee is a subsection of the Committee of the Whole.
3. Policy 5:180 - para 5: if the examination is job related ...this repeated language from the paragraph above.
4. Policy 5:290: The formatting needs revision.

The Board members were reminded to submit changes to Ms. Kalmerton prior to the meeting in order to be more efficient. The Board/Superintendent agreements will be reviewed in the near future.

### Racial Equity Procedures Process

Dr. LeVar Ammons presented the timeline and process of administrative procedures are to be created and actionized by the district administration. The Racial Equity Policy is comprised of the following 12 sections:

1. Accountability and Monitoring
2. Methods of accountability and metrics to be reported to the BOE and community.  
Equity Analysis
3. Use of Racial Equity Impact Tool to mitigate the risk of racial inequity and implicit bias. Equitable Practices, Procedures, and Programs
4. Review process that considers over/under-representation of any groups based on race. Resource Allocation
  - Flexibility to differentiate resource allocation on the basis of student need Stakeholder and Community Engagement
  - Intentional, targeted outreach to parents and community partners to foster a culture of warmth and belonging. Diverse Workplace Initiatives
5. Plan to recruit, employ, support, retain and develop a racially and linguistically diverse school community. Professional Development
6. Plan to provide development to strengthen employees' knowledge and skills of strategies to eliminate bias and disparities in student achievement and hiring practice. Strategic Plan: Goal 2, Racial Equity Board Goals: 1 District Policy: Welcoming School Environment
7. Plan to offer a welcoming, emotionally supportive, and inclusive culture within the institution. Discipline Disparities o Provide alternatives to punitive discipline, including a focus on SEL and utilizing restorative lens. Culturally Responsive and Relevant Teaching and Learning
  - o Take consideration of classroom materials, assessments, and teaching that reflect diversity across the spectrum of social constructs. Equity Leadership and Infrastructure
8. Plan for funding and implementing activities to further the goals of this policy, including necessary leadership and infrastructure. Racial Incident Protocol
  - o Outline the process for the school community to file complaints regarding alleged incident of discrimination.

The implementation of this policy is not a linear progression but one that is a recursive process. The District must continue to be intentional and consistent in its efforts in moving towards racial equity. As a result, support of one another in this work is critical. The due diligence of time on task will produce policy procedures that are appropriate and sustainable over time. In order to maintain alignment with the District #200 Strategic Plan, a four-pronged process of procedure development will be implemented in the fall of 2019.

A Racial Equity Procedure Development Team comprised of administrators, board members, faculty, staff, and community stakeholders will be assembled. It will convene monthly and is charged with procedure development of the racial equity policy. This Team will meet from now until December.

Additionally, working groups, derived from the larger Racial Equity Procedure Development Team, will convene more frequently to support procedure development process and will assist the Executive Director of Equity and Student Success in collecting and analyzing data within the 12 components of the racial equity policy. Below is the timeline of procedure development within this process.

Racial Equity Procedure Development Timeline:

1. Critical examination of our current practices with an equity lens. August through December-2019
2. Honest reflections of our own assumptions and approaches to equitable education--Ongoing
3. Engage with stakeholders--On going
4. Determination of specific action steps for school improvement January through May-2020.

Mr. Martire was complimentary of the procedure and stated that focusing on evidence-based practices has shown to alleviate gaps in performance and create better environments. He offered his help in this process. Dr. Pruitt-Adams noted that the administration was looking at its current practice. This is system centric. Schools can create an intervention based on what a student does not have i.e. IEP's, ELL, but race is about the system failing the student. Doing a thorough systems analysis is the crucial first step.

Mr. Iseli's perception of the transgender policy and other policies was that they were narrow in scope. He was concerned about looking at this systemically (the whole thing all at once) and not being able to get through it because of the problem being so big. Were there ways to break it up in order to accomplish it more quickly? In dealing with big change, one must first drive down or it will be difficult to maintain momentum. Several members concurred and suggested using evidence-based practices to resolve the issues and to put in procedures as early as second semester. The Board members asked for continual updates on this process.

#### Topics for Town Halls

Scheduled Board of Education town halls are September 4, 2019, and November 4, February 5, and May 6, 2020.

The purpose of scheduling town halls is to allow the community to dialogue with the Board of Education.

Suggested topics:

- 1) State of the District address on September 4 regarding Strategic Plan, student performance data, feedback from 5Essentials, and a review of the District as a whole. The Board will be provided information prior to the meeting in order to be prepared to answer questions.
- 2) Racial equity work on February 5.
- 3) May 5 data sharing. Perhaps at a tri-equity board meeting. Note the administration has been working on data sharing including conversations with legal counsel, feeder districts, etc. The goal will be to come forward with a presentation to the Board.

Alternative suggestions may be to obtain community and student feedback on topics that would be of interest to them.

#### **Future Agenda Items**

None

#### **Adjournment**

At 9:45 p.m., Dr. Moore moved to adjourn, seconded by Mr. Martire. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton, Clerk of the Board