

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

Committee of the Whole Meeting
December 10, 2019

A Committee of the Whole Committee meeting was held on December 10, 2019. President Moore called the meeting to order at 6:35 p.m. in the Board Room. Committee members present were Matt Baron, Tom Cofsky, Gina Harris, Craig Iseli (attended telephonically), Dr. Jackie Moore, and Sara Dixon Spivy. Also present were 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, Senior Director of Communications; Greg Johnson, Associate Superintendent, Chris Thieme, Senior Director of Technology; Roxana Sanders, Assistant Superintendent tor of Human Resources; Dr. Gwendolyn Walker Qualls, Senior Director of Pupil Support Services; and Cyndi Sidor, Chief Finance Officer.

Visitors

OPRFHS Faculty and Staff Karen Ury, Christian Fountain, Dick Chappell, Executive Director of River Forest Community Center, Joe Lightcap of Baker Tilly, Josh Czerniak of FGM Architects, students Lizzy Larscheid and Gia Fisher, Kitty Conklin, community member.

Public Comments

Kitty Conklin made the following statement: "Good evening board, My name is Kitty Conklin. I am an OP resident.

"Before you finalize your tax levy, I strongly encourage all of you to meet with our OP Township Assessor, Ali ElSaffar. Ali spoke at last night's OP Township board meeting about what he sees and hears in his interactions with taxpayers, both in the home buying and selling process, along with through property tax appeals. Ali is, in my opinion, THE MOST QUALIFIED OP elected official to talk about the TIF expiration and its impact on taxpayers. From his comments, I was particularly struck by the fact that this year, the final year before a triennial reassessment has been his department's busiest year while in a normal cycle, the year before a triennial reassessment is normally the slowest. Again, I encourage you to meet with him.

"You may or may not be aware that I began a citizen led petition about 3 weeks ago. This petition, asking each of the five TIF affected boards for property tax relief, now has over 1400 supporters. We are asking you to provide tax relief. Over the last 10+ years, renters and homeowners alike funded the massive reserve, which D200 currently holds. We have done more than our share to fund current educational activities. You have not suffered nor have you wanted during the TIF period. Please do not ignore the citizens of our community.

"Regarding tonight's agenda, Policy 2:100 Board Member Conflict of Interest - as you complete first reading, I ask that you add language to the policy that addresses a board member's inherent conflict of interest by either earning significant personal income from educational unions or by being an active member or officer of an educational union or organization that actively supports educational unions. This policy in its current form does not adequately reduce the Risk To our community caused by conflict of interest. Thank you for your time and your service to our community."

Policies for First Reading

It was the consensus of the majority of the Committee of the Whole Committee members to recommend to the Board of Education that it approve all of the following policies for first reading at its regular December meeting, except for Policy [620, School Year Calendar and Day](#) and Policy 6300, Graduation Requirements.

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| <p>2100, Board Member Conflict of Interest</p> | <p>PRESSPlus 1. Updated in response to the Ill. State of Education’s <i>Procurement and Purchasing Checklist</i> and the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/). See the PRESS Issue 102 Update Memo for more information. The term <i>participate</i> is not specifically defined in the federal regulation; consult the board attorney regarding other actions the board can take to limit the influence of a conflicted board member, beyond abstention from the board’s evaluation and vote on a contract. 2 C.F.R. §200.318(c)(1) prohibits employees, officers, or agents of a school district from participating in the selection, award, or administration of a contract supported by a federal award or eligible State grants through GATA if they have a <i>real or apparent conflict of interest</i>. Authoritative sources and guidance regarding conflict of interest and financial disclosure are provided through the GATA Resource Library at www.grants.illinois.gov. See also the Ill. State Board of Education’s <i>Procurement and Purchasing Checklist</i> at: www.isbe.net/Pages/Audit-and-Monitoring-Review-Requirements-and-Tools.aspx. The law does not specifically define an <i>apparent conflict of interest</i>. For a discussion of what an <i>apparent conflict of interest</i> may mean, see the discussion about avoiding the <i>appearance of impropriety</i> in the Ill. Council of School Attorneys’ publication, Answers to FAQs, Conflict of Interest and Incompatible Offices. No discussion occurred.</p> |
| <p>2110, Qualifications, Term, and Duties of Board Officers</p> | <p>PRESSPlus 1. Updated in response to the State Officials and Employees Ethics Act (SOEEA), 5 ILCS 430/70-5, amended by P.A. 101-221. No Discussion occurred.</p> |
| <p>2200, School Board Meeting Procedures</p> | <p>PRESSPlus 1. Updated in response to PRESS Advisory Board member feedback to delete or explanation from the text so that the policy text reflects the court’s decision in Bd. of Ed. v. Springfield Sch. Dist. No. 186 v. Atty. Gen. of Ill., 77 N.E. 3d 625 (Ill 2017) (requiring public bodies to provide in a public recital “sufficient detail to identify the particular transaction or issue but [they] need not provide an explanation of its terms or its significance”). No discussion occurred.</p> |
| <p>2230, Public Participation at Board of Education Meetings and Petitions to the Board</p> | <p>PRESSPlus 1. The length of the minimum overall public participation time is at the local board’s discretion, and it should be customized to ensure it is responsive to the community’s public participation needs. See Questions to indicate the length of minimum overall public participation time adopted by the Board. PRESSPlus 2. While some courts have upheld public bodies limiting public comment to certain subjects, such as only subjects on the agenda or only related to the business of the public body, this policy does not provide default text for limiting public comment to certain subjects. This is because 105 ILCS 5/10-16 requires school boards to allow members of the public “to comment</p> |

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| | <p>to or ask questions of the board.” The cases in which courts upheld limiting public comment to certain subjects involved public bodies with no governing statutes that required the public body to allow the public “to comment to or ask questions of the board”</p> <p>PRESSPlus 3. See 5 ILCS 120/2.06, 105 ILCS 5/10-16, and PAO 19-2. Like the length of time for overall public participation, the minimum total length of time for any one subject is also at the local board’s discretion. See Questions to indicate the minimum total length of time for any one subject that has been adopted by the board. Issue 101, June 2019</p> <p>PRESSPlus 4. OMA does not but PAO 19-2 does provide specific rules. These guidelines may be amended. The guidelines for public comment and the time minimums and limits should be reviewed with the board attorney. In PAO 19-2, the Ill. Public Access Counselor (PAC) ordered a board to refrain from applying unestablished and unrecorded rules to restrict public comment at future meetings stating, “Though a public body has inherent authority to conduct its meetings in an efficient manner and need not allow public comment to continue indefinitely, there was no evidence that capping public comment to 15 minutes was necessary to maintain decorum or that extending the comment period would have unduly interfered with the orderly transaction of public business.” Mr. Baron stated these are minimums in light of intensive topics.</p> |
| <p>4150, Facility Management and Built Programs</p> | <p>PRESSPlus 1. The Legal References are updated. 410 ILCS 35/25, added by P.A. 101-165, eff. 1-1-20, requires schools to identify all single-occupancy restrooms as all-gender. It is unclear if this law will apply only to those restrooms made available to members of the public in schools, or if it will also include facilities designated as employee-only. The Ill. Dept. of Public Health enforces this requirement and may issue regulations to address this issue. Issue 102, October 2019 No discussion occurred.</p> |
| <p>5120, Employee Ethics; Conduct; and of Interest</p> | <p>PRESSPlus 1. 325 ILCS 5/4(a)(4), amended by P.A. 101-564, eff. 1-1-20; 105 ILCS 5/10-23.12(c) (all district employees), added by P.A. 101-531; 105 ILCS 5/21B-75(b) (teachers), amended by P.A. 101-531. Issue 102, October 2019</p> <p>PRESSPlus 2. 2 C.F.R. §200.318(c)(1) prohibits employees, officers, or agents of a school district from participating in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent conflict of interest. The uniform federal rules on procurement standards in 2 C.F.R. Part 200 also apply to eligible State grants through the Grant Accountability and Transparency Act (GATA)(30 ILCS 708/.) Authoritative sources and guidance regarding conflict of interest and financial disclosure are provided through the GATA Resource Library at www.grants.illinois.gov. See also the Ill. State Board of Education’s Procurement and Purchasing Checklist (ISBE Checklist) at: www.isbe.net/Pages/Audit-and-MonitoringReview-Requirements-and-Tools.aspx. No discussion occurred.</p> |
| <p>550, Drug- and Alcohol-Free Workplace, Cigarette, Tobacco, and Cannabis Pro</p> | <p>PRESSPlus 1. This policy is renamed. The new text in the title includes E-Cigarettes (PRESS Advisory Board feedback) and</p> |

Cannabis (Cannabis Regulation and Tax Act (CRTA), 410 ILCS 705/, added by P.A. 101-27 legalizing recreational cannabis use for persons over the age of 21). Cannabis remains a *Schedule I* (c)(17) controlled substance under federal law, meaning that it has no currently accepted medical use in addition to a high potential for abuse. This policy continues to prohibit employees from using cannabis as allowed by the CRTA. With the passage of the CRTA, each board and superintendent may wish to engage in a risk management conversation about the district's drug- and alcohol-free policy enforcement and discipline goals. Enforcement and discipline goals depend upon a board's risk-level tolerance and community expectations. For more information, see f/n 2 of sample policy 5:50, available at PRESS Online by logging in at www.iasb.com. Consult the board attorney before implementing a drug-testing program to enforce this policy.

PRESSPlus 2. To align with best practices for identifying and subsequently initiating discipline of employees for violating this policy (especially with the passage of the CRTA) and any possible collective bargaining agreement provisions, the superintendent may want to convene the Employee Substance Abuse Prevention Committee.

3. 410 ILCS 130/25(b) prohibits discipline or arrest of school nurses and/or administrators for acting in accordance with *Ashley's Law*, 105 ILCS 5/22-33, amended by P.A. 101-370, eff. 1-1-20. Employers may enforce drug-free workplace policies when they are applied in a nondiscriminatory manner. 410 ILCS 705/10-50(a), added by P.A. 101-27, includes disciplining employees – even those who are a *registered qualifying patient* – for violating a drug-free workplace policies (410 ILCS 130/50 and 705/10-35(a)(1), added by P.A. 101-27). Contact the board attorney for advice concerning the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)). The District is seeking legal counsel. Ms. Colamussi and social worker work with students on the education of students in health cases. An employee handbook will contain information about cannabis. Requisite training and education for staff. One committee member felt that parents should be educated as well and that other taxing bodies should be aware of what the high school is doing, i.e. FAQ, etc. Legal recommendations are to treat cannabis just as one would treat tobacco or alcohol. If someone cannot do his/her job, then that would be a trigger. If there is a problem, they can be put on medical leave and they can return when better. Reasonable suspicion would be needed and some impairment would be noticed. This will be in the administrative procedures. Regarding medical marijuana use, if there is reasonable suspicion then the District will take action. Medical marijuana is not new. Some medications affect a person to do their

job and the District would seek to put the person on leave until they can function. Thus, it is just like any other drug. OPRFHS does not have a strong procedure for drug testing.

PRESSPlus 4. Specific articulable symptoms listed in 410 ILCS 705/10-50(d), added by P.A. 101-27, include: the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others. In contrast to the CRTA, the MCPA, while listing the same specific, articulable, symptoms, does not require an employer to have a *good faith belief* that a *registered qualifying patient* is under the influence of cannabis. 410 ILCS 130/50(f), and scheduled to be repealed on 7-1-20.

PRESSPlus 5. 410 ILCS 705/10-35 and 10-50(a), added by P.A. 101-27 allows reasonable, nondiscriminatory, zero-tolerance policies. If the district seeks to discipline an employee on the basis that he or she is under the influence of or impaired by cannabis, it must afford the employee a reasonable opportunity to contest the basis of the determination. Contact the board attorney for advice concerning this provision and whenever the district seeks disciplinary action or dismissal of an employee on the basis of the cannabis prohibitions in the policy. See f/n 9 of sample policy 5:50, available at PRESS Online by logging in at www.iasb.com, for more information about civil, criminal, and other penalties available under the CRTA.

PRESSPlus 6. 410 ILCS 705/10-35 and 10-50(a), added by P.A. 101-27, allows employers to prohibit cannabis in the *workplace*. Many attorneys agree it is a best practice for employers to define workplace in policies that prohibit cannabis. 410 ILCS 705/10-50(h), added by P.A. 101-27, defines *workplace* as the employer's premises, including any building, real property, and parking area under the control of the employer or area used by an employee while in performance of the employee's job duties, and vehicles, whether leased, rented, or owned – and may be further defined by the employer's written policy when it is consistent with this definition. This policy's definition of workplace expands the above CRTA definition to areas that board policy and/or the School Code impose duties upon districts to keep students safe, including:

1. The *school property* definition from policy 8:30, *Visitors to and Conduct on School Property*;
2. The *school grounds* definition at 105 ILCS 5/10-27.1A(d); and 3. Places that school districts must prevent and respond to bullying, including vehicles used for school purposes. 105 ILCS 5/27-23.7(a)

PRESSPlus 7. Optional. This statement serves as a display of good judgement and a reminder to employees that 105 ILCS 5/27-13.2 and 23.4 (provided it can be funded by private grants or the federal government) require districts to educate students about the dangers

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| | <p>of substance abuse. To remove this statement, strike it and choose "Adopted with Additional District Edits" as the Save Status. PRESSPlus 8. While 720 ILCS 675, amended by P.A. 101-2, excludes e-cigarettes from its definition of tobacco, it does not address vaporization. Prohibiting <i>e-cigarettes</i> aligns with the district's obligation to maintain a safe, smoke-free environment and is logical extension of 105 ILCS 5/10-20.5b, The Smoke Free Illinois Act (410 ILCS 82/), and The Prevention of Tobacco Use by Minors and Sale and Distribution of Tobacco Products Act, 720 ILCS 675, amended by P.A. 101-2 (raising the legal age to buy tobacco and e-cigarette products to 21 years of age). In addition, the U.S. Food and Drug Administration now regulates e-cigarettes. For more information about e-cigarettes, see f/n 18 of sample policy 5:50, available at PRESS Online by logging in at www.iasb.com. PRESSPlus 9. Optional best practice text.</p> |
| <p>620, School Year Calendar and Da</p> | <p>PRESSPlus 1. The Legal References are updated to include 105 ILCS 5/10-19.05, added by P.A. 101-12, which (1) addresses the minimum of five clock hours to qualify as a full day of attendance, and (2) opens the use of e-learning days subject to certain requirements. See f/n 3 of sample policy 6:20, available at PRESS Online by logging in at www.iasb.com, for more information. See www.isbe.net/Documents/SB28Instructional-Day.pdf for ISBE's notice regarding this law.</p> <p>Mr. Cofsky noted that OPRFHS has low teacher attendance, lags in certain technology, and has not demonstrated competence from a faculty standpoint. He questioned the usefulness of eLearning. The two pilot schools had the latitude as to how eLearning days were used. Some states use it if someone is homebound or someone is abroad. OPRFHS plans to use the digital learning class in summer school as its pilot. What did the two pilot districts learn? Challenges are: the quality in getting things done at the time and an immediate arsenal of materials are not available from one day to the next in such cases as snow days, etc. Unless the time out would be two or three days in a row, is this the best use of learning? Dr. Pruitt-Adams had witnessed a presentation where two superintendents have patterned on eLearning. They took a year to plan and worked with the teachers on being on the clock with technology and students, take student attendance, upload lessons the night before if appropriate. Not all support staff can do their jobs from home. The downside is that one school who had said it was an e-day, gave 100% attendance, but it had not planned anything. It was suggested that the plan be brought to the board before the policy. One member felt there were logistical questions that needed to be worked out for the high school setting.</p> <p>One member wanted the question presented to faculty to see if this is something that felt doable with the curriculum changes coming in near future years. Dr. Pruitt-Adam concurred. Another member asked whether one or two snow days per year warranted this versus</p> |

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| | <p>staff training, technology, staff, etc. Note: A CTIP presentation will be made at the January meeting.</p> |
| <p>6300, Graduation Requirements</p> | <p>PRESSPlus 1. 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-180, eff. 6-1-20. See 6:300-E3, <i>Form for Exemption from Financial Aid Application Completion</i>, available at PRESS Online by logging in at www.iasb.com.</p> <p>PRESSPlus 2. Optional. 105 ILCS 5/22-27, amended by P.A. 101-116:300-E1, <i>Application for a Diploma for a Service Member Killed in for Veterans of WWII, the Korean Conflict, or the Vietnam Conflict</i>.</p> <p>PRESSPlus 1. 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-180, eff. 6-1-20. See 6:300-E3, <i>Form for Exemption from Financial Aid Application Completion</i>, available at PRESS Online by logging in at www.iasb.com. Issue 102, October 2019</p> <p>PRESSPlus 2. Optional. 105 ILCS 5/22-27, amended by P.A. 101-116:300-E1, <i>Application for a Diploma for a Service Member Killed in for Veterans of WWII, the Korean Conflict, or the Vietnam Conflict</i>, available at PRESS Online by logging in at www.iasb.com. Issue 102, October 2019</p> <p>It was the consensus of the Committee not to move this forward at this time. Under #6, Note: There is no building principal. The ISBE would assign a person to a district to help students via their counselors. How many can it assist? One member noted that many families did not fill out the form because they did not want their children to go into debt. Counselors understand how many have been doing this as a matter of course. Mr. and Ms. Parker will work on this process and send it to the Board of Education. From the scholarship foundation standpoint, this has merit because it will help get the information to those who truly need it.</p> <p>Service member diploma application procedure needs more consideration.</p> |
| <p>Policy, 830, Visitors to and Conduct on School Property</p> | <p>***Required Question 1. For ease of administration, this text is broader than 105 ILCS 5/24-24, requiring a hearing for both school events and meetings. See <i>Nuding v. Cerro Gordo Community Unit School Dist.</i>, 313 Ill. App.3d 344 (4th Dist. 2000) (board was authorized to ban parent from attending all school events and extracurricular activities by 105 ILCS 5/24-24; the ban was based on the parent's exposing a toy gun and a pocketknife at a board meeting). The court in <i>Nuding</i> did not specifically answer whether a board meeting qualified as a school event under 105 ILCS 5/24-24, but upheld the board's right to enforce conduct rules at its meetings under 105 ILCS 5/10-20.5. Consult the board attorney before narrowing the text, especially if the board has put the current text into practice and now plans to narrow it. This issue involves a balancing of a board's interest in the orderly transaction of its public business and the efficiency of its meetings against an individual's: (a) statutory rights attend meetings and/or comment to and ask questions of the board (105 ILCS 5/10-16 and 5 ILCS 120/2.06(g)) and (b) constitutional freedoms and rights of speech, the press, assembly, and to petition the government (U.S. Constitution, First Amendment and Ill.</p> |

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| | <p>Constitution, Art. I, §§ 1, 2, 4, and 5). Does the board want to narrow the policy text to mirror 105 ILCS 5/24-24? No (default) Yes ("or meetings" will be removed from the subheading and the first sentence of the subsection)</p> <p>PRESSPlus Comments</p> <p>PRESSPlus 1. Updated to align with the text of 105 ILCS 5/27-23.7(a).</p> <p>PRESSPlus 2. Updated in response to the Cannabis Regulation and Tax Act (CRTA), 410 ILCS 705/, added by P.A. 101-27. This statement must be consistent with employee working conditions and employee conduct standards (see 5:120-AP, <i>Employee Conduct Standards</i>, available at PRESS Online by logging in at www.iasb.com)</p> <p>PRESSPlus 3. Each board and superintendent may want to engage in a conversation regarding how the district might partner with local law enforcement to enforce this policy and the penalties available under the Cannabis Regulation Tax Act, e.g., posting signs barring community members from bringing in weapons, alcohol, cannabis, tobacco, etc. Signage reminding visitors of the policy may make it easier for staff and/or local law enforcement to enforce.</p> <p>PRESSPlus 4. Managing cannabis on district property and the school setting presents many unsettled and complex legal issues. To legally use medical cannabis in Illinois, an individual must first become a <i>registered qualifying patient</i>. The use of cannabis by a <i>registered qualifying patient</i> is permitted only in accordance with the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)) 410 ILCS 130/, amended by P.A. 101-363, eff. 1-1-20 and scheduled to be repealed on 7-1-20. There are many situations in which no one, even a <i>registered qualifying patient</i>, may possess or use cannabis, including (a) in a school bus, (b) on the grounds of any preschool or primary or secondary school, or (c) in close physical proximity to anyone under the age of 18 years of age. However, <i>Ashley's Law</i>, 105 ILCS 5/22-33(b) and (g), added by P.A. 100-660, allows <i>designated caregivers</i> to administer medical cannabis infused products to students who are <i>registered qualifying patients</i> at school or on the school bus, and requires school boards to adopt a policy to implement the law unless the district would lose federal funding. See policy 7:270, <i>Administering Medicines to Students</i>. Remember that <i>Ashley's Law</i> requires the designated caregiver to remove the product from the school premises or the school bus after administering it to the student, so as a result, policy 7:270, <i>Administering Medicines to Students</i>, requires immediate removal of medical cannabis infused products after administering them to the student.</p> |
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As part of senior Lizzy Larscheid and junior Gia Fisher required Civics project, they proposed the creation of two 6' x 10' murals that eventually would be hung in one of the new student spaces created by the Facilities Master Plan Project (East end of second floor south hallway initially and then to renovated cafeteria). The murals will feature a 110 student self-portraits each measuring 1 ft. by 1 ft. (6 ft. tall and 10 ft. wide). An application process to participate in the project, will be veiled in the winter of 2021. They will be selected for their artistic ability, individuality, and creativity. Workshops will be held to introduce this project and the actual work on the project. Should the students' portraits not represent the school demographics, they are open to using other artwork relative to OPRFHS. They are working with Mr. Van and he will communicate this to his classes who will in turn talk to the art clubs. A suggestion was made to reach out to the special education department and Lavie Raven as well.

Their mission statements were as follows:

“Being both Jewish and African American, I felt targeted by the death threats and swastikas directed toward my religion and race. I believe that the hate-filled graffiti from last year reflected tension in our school due to our range in racial, religious, and socio-economic variables. I want to create a mural in our school that reflects and appreciates the diversity of our school. By creating a mural in itself, it artistically counteracts the graffiti and also livens up the school. I was inspired to do this when the Julian mural was removed. Our goal is to have a mural where each student will be able to express themselves and their identity in a self portrait. . -----Gia Fisher”

“Last year, a series of hate crimes revealed that racism is still prevalent within our own community and our school. Since the incidents, not enough has been done to embrace OPRF’s diversity. Until every student feels valued and respected, there is still work to be done. The mural would highlight the strengths in diversity and promote inclusion. The mural would also showcase the skills of OPRF students. A mural representing the school’s student body would complement the implementation of detracking at OPRFHS. -- -----Lizzy Larscheid

People have already pledged money toward the project, which should cover materials and cost.

The timeline for this project is as follows:

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| December 10: | Presentation to Board | January 12: | Workshop 1 |
| December 12: | Flyers Posted Student | January 17: | Workshop 2 |
| December 16: | Receive Applications | January 21: | Submit Finished Canvas |
| December 20: | Application Close | January 26: | Workshop 3 |
| January 7: | Introductory Meeting w/ Chosen Artists and Canvas Distribution | January 30: | Begin Installation |
| | | February 7: | Unveiling |

Mr. Baron suggested using social media to communicate about this. Dr. Pruitt-Adams will meet with these students after winter break. The Board of Education appreciated hearing their presentation.

District Data Dashboard Debut

Last December, the administration presented to the Board of Education information regarding the development of the data framework. The ultimate goal of this framework was to increase the District’s effective use of data to support student learning and success. One component of this framework identified the development of a data dashboard for key stakeholders outside of the organization.

The two primary components to the data dashboard are: 1) the Strategic Dashboard, hosted on the ISBE website in conjunction with Educational Consulting Research Analytics (ECRA), which provides a convenient overview of the District's data and key initiatives; and 2) the District-developed interactive dashboard. The Strategic Dashboard data will be updated after the publication of the annual State Report Card in October. The second component is the internally developed Interactive Dashboard. This dashboard will be updated each semester and it will provide for a deeper analysis of District outcomes. A committee of teachers and administrators presented the Board of Education last December first identified the data points and initial concepts. Additional information was received from the District's Culture Climate and Behavior (CCB) Committee during both its November and December meetings. The Strategic Dashboard is available through a district landing page that includes links to the Strategic Plan, the Illinois State Report Card, and, beginning January 7, the Interactive Dashboard. Previews of all of the sites and pages were included in the packet and reviewed at this meeting.

Strategy -

The Interactive Dashboard's areas of focus are:

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| Graduation Rate | Student Achievement |
| Students on Track | Student Performance |
| Attendance | Student Participation College/Career |
| Discipline | Climate Data |

The following filters that can be applied in each of those areas:

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| Gender | Economically Disadvantaged |
| Race/Ethnicity | Section 504 Status |
| Special Ed Status | |

This work is critical for the initiatives, i.e., restorative practices, freshman curriculum, etc. This tool has internal component to focus on particular groups and use this to guide their implementations of their programs as well. Discussion ensued.

What about outcomes? Will they be included in the dashboard area? The graduation rate will have room to build in the outcomes. Dr. Pruitt-Adams noted that the logical place would be the ECRA website because it had the strategies of the strategic plan and it is designed to tell the story. A challenge to that dashboard is that it is not very programmable. Perhaps something can be built internally to help with the outcomes and what is on the public side would then be the outcome. Key indicators should be front and center as to date and target, i.e., the goal is x and the status is x via the school report card. For other data, how does OPRFHS compare to other schools? The report card allows that exploration. Another landing page will be added that will allow OPRFHS to be compared to other districts financially. A list of priorities to inform the process was requested for the Board of Education.

Presentation of Facilities Master Plan Update

Mike Carioscio and Josh Czerniak of FGM Architects presented an update on the facilities master plan. It included the timeline, the operational impact, accessibility, and the status of the daycare renovations.

The Timeline and Phasing

- Starting in June 2020 the work will begin
- Project 1 work substantially completed by August 2022
- Summer of 2023 for remainder of capital improvements and Health/Life Safety

- Impact to summer programming on site (summer school, summer musical, library book sale, etc.) in 2021 and 2022 (2023 unknown)
- Mall unavailable June 2020 to January 2022
- Limited access to tennis courts from June 2020 to August 2022

Mr. Czerniak reviewed the milestone schedule, which outlined the next 24 months. The bid opening was held in the middle of November and the bid award recommendation for capital improvements will be presented to the Board of Education at its December meeting: It will include some of the work from Project 1. The outline for future presentations to the board were presented on the schedule for design, building, and construction is below.

Half of the tennis courts will be used for staging and half will continue to be used. Once the construction is completed, the tennis courts will be rebuilt as planned. The tennis courts were resurfaced a year ago as a temporary fix. The administration is meeting with Gary Cuneen of PanetItGreen the next day to talk about grants for things such as solar panels. Discussions about sustainability, security, and accessibility have to be overlaid to this schedule. The Energy Conservation Code requires substantial measures regarding lighting and mechanical, but the District can do more than what it requires. Utility companies have programs that might be available to the District. The roof will be designed to handle solar panels if desired.

The lunch schedule will remain the same during construction. The main body of students would have lunch in the one west gym, the balcony, the student center, etc. The administration explored changing the schedule, but found it too difficult to manage and not much would be gained.

Dr. Moore stated that when the final plans are known about summer school, they should be communicating to the community as soon as possible. Ms. Sullivan has a communication plan for all of the stakeholders and is aware that the message must be repeated often.

Accessibility Report

Mark Trieglaff, founder and principal consultant, of ACTservices, performed an accessibility report. This company helps clients to not only meet ADA standards, but to exceed them when possible through consulting, access audits, Barrier Removal or Transition Plan development, and Policy and Procedure development. The old building was never designed for accessibility. In many cases, little can be done to the existing facilities due to their inherent design. Where renovations have occurred, accessibility has been implemented. New capital improvements provide an opportunity for significant improvements to accessibility. The scope of the study was the entire building, the fields, the stadium, and the tennis courts. Remediation will take time and money. Prioritization of items will be accessibility from parking to the door(s) of the building, then access to the classrooms, restrooms, locker rooms, and other unidentified items, etc. The report will include the space, its barrier, ADA guidelines and Illinois Accessibility Code, a proposed solution, the priority status and by whom, the projected cost, the projected date, and the action taken. Discussion ensued.

What is the definition of accessibility? Is it about physical mobility issues versus disability issues? Are they interchangeable in terms of access? The information seems to be towards physical access to the space. ADA and IAC guidelines are designed to address access issues for physical disabilities, including that of hearing and visual disabilities. The downside to the accessibility codes is that they are a minimum requirement, which OPRFHS will do. However, disabled students may still not have access. As an example, even with the installation of magnetic doors, someone will have to either close it manually or attach a power motor. The cost to do these are being explored and a report will be brought to the Board of Education in February and will include the current accessibility needs of the students and those who are transitioning. Often a paraprofessional is assigned to the student to help him/her navigate the building.

When asked how decisions were made as to remedying accessibility issues, examples were given as to whether access was technically infeasible due to the insurmountable age of a facility. Every instance has to be brought forward on a case-to-case basis. Mr. Iseli asked for help in articulating how a decision was made. A significant amount of capital work taking place has accessibility as a design consideration. Other parts of the building will have to be addressed over a longer timeframe. The report will provide a roadmap to implement a prioritized list. An advisory group will be formed to help with the prioritization of items.

Huskie Pups Space Renovation

At the last DCFS licensing inspection, fire code violations were noted. RFCC leadership had notified OPRFHS. OPRFHS has been working with FGM over the last seven months to determine a resolution to the issues cited in the report. If the fire code remediations are not remedied, it is highly likely that licensing would be denied. The most practical and cost-effective solution is to include renovation of the Huskie Pup toddler space in this summer's capital improvement work. This cost is not included in the IMAGINE cost estimates for Project 1. Sequence 4 includes a relocation of the daycare center but that will not happen for years to come and that renovation will be significant. To move the daycare now would have a ripple effect on other areas and be much more costly. It will affect the entrance/exist to the space within the building at an estimated cost of \$750,000. This work will need to be completed by September 2020 when DCFS will conduct another licensing inspection. The priority is to level out the space. In the current state, it really could only be used for storage. Egress is the primary issue. FGM displayed photos of the space noting pointing out the above issues.

Since the partnership between the OPRFHS and the RFCC in 2007, no fire code violations had been noted. This was the result of new fire department supervisor. Note: first responders are aware of the situation in the daycare and OPRFHS security assists when necessary.

Discussion ensued. Did the daycare center fit into the mission of the school. What is the business model that says the high school has to afford \$750,000 and from what resources allocated to high school students be diverted? The District is beginning conversations with the RFCC and asking its trustees to help pay for some of the renovation. More information is needed regarding the business model.

A rendering of a solution was presented in the slides. At the north end of the school, Door 7 would be the egress point to Huskie Pups (new stair and ramp). Vehicles would queue up in that area and then the parents could bring their children directly into Huskie Pups through this new door. The ramp and stair configuration accounts for a large portion of the \$750,000, but the work inside includes the removal of the mezzanine and bringing all of the floors to the same level.

A budget update will be provided in January and an accessibility report and an operational impact update will be provided in February.

The daycare center's original intent was to provide services in order to keep students in school and did so. Today it serves parents who work in D90, D97 and D200 as well as some community members. Dr. Pruitt-Adams affirmed the original intent was about educating students, but the reason for bringing this to the Board of Education is that the administration is aware of performance and finances. Yet, the Board of Education, has vowed a commitment to the Collaboration for Early Childhood.

The administration became aware of the violation approximately seven months ago. Board of Education members asked why they were not made aware of this sooner as they were challenged by not knowing sooner as to what to do.

Discussion ensued about just moving the daycare to another location until Sequence 4 is scheduled, but FGM indicated that would be more costly than the \$750,000 and there was no "swing space" for it to move.

A suggestion was made to use Life Safety Funds for the renovation, but the response could be complicated because the space was not being used for OPRFHS students. The daycare staff are RFCC employees. Questions: What happens if the center is not continued? Are there other obligations between OPRFHS and RFCC? What will happen to the children in the program? A year's notice is required if the relationship between OPRFHS and RFCC should be terminated. Two years remain on the current agreement. Currently, the CITE program is housed at RFCC in two of its classrooms. Again, it was reiterated that a business model is needed to understand what it would mean not to house it at OPRFHS, as this is a significant amount of money to make the modifications.

Dr. Moore asked the following questions: 1) What is enrollment policy? 2) When does a decision need to be made? 3) Why did it take this long for the Board of Education to be aware of the fire hazard? 4) Are the options moving to a different location or no longer continuing the daycare. 5) What would the \$750,000 come from?

Presentation of Audit Report

It was the consensus of the Committee of the Whole members to recommend that the Board of Education accept the FY 2019 Audit and Comprehensive Annual Financial Report at its December 19, 2019 meeting.

Baker Tilly prepared the FY 2019 Audit Report. The District is required to undergo an annual single audit in conformity with the provisions of the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Information related to this single audit, including the schedule of expenditures of federal awards, findings, recommendations, and independent auditors' report on the internal control structure and compliance with applicable laws and regulations are included in a separate report. Alyssa Alfano, OPRFH's accountant, received credit for managing it, and, as such, the process was much smoother than in the past couple of years.

Parts of the CAFR were highlighted.

- Page 1: Independent Auditor's Report reviewed. No new accounting policies were adopted by the District so the layout and disclosures will be similar to that of the prior year.
- Page 4: Management discussion and analysis includes financials and why changes were made.
- Page 11: All assets liabilities in all of the funds are in one column.
- Page 12: Statement of Activities
- Page 13: Governmental Funds Balance Sheet - short-term perspective of the Districts finance as of June 30, 2018.
- Page 16 and 17: Income statement by Funds
- Page 17: Total for all funds combined inside internal funds, increased by \$3.2M and look at operating funds expenditures was still 12 months of operating expenditures. Expenditures were about \$1.2 million.
- Page 52: Net pension liability for IMRF, TRS, and post-employment benefits, which are variable due to actualization changes for both IMRF and TRS.
- Page 58: Revenues were over budget
- Page 65: Expenditures were under budget

Questions: If today's pension were to shift to OPRFHS, what is the significance of that \$320 million? The response was that depending upon the state, it would potentially come to the District and have to be paid off over time. The state has not decided what it wants to do. It could be more long-term. That is the risk to OPRFHS. That number has doubled in the last five years because from the actual to the performance of the plan, the lack of funding by the state, etc., and that relates to the percentage of contributions and salaries as compared to other districts. That changes every year. The state took the federal contribution out

of the calculation so that had an effect. How can OPRFHS have input? The response was that it had to do with the overall salaries in the state.

Ms. Harris stated that the pension cost shift it is a huge conversation and the legislature is doing everything it can to not impact the schools. OPRFHS's number drives home the importance that legislators must make sure that the pension cost shift does not hit at the district level, since it was not created in discussing pension problems. OPRFHS does not have control over the pension funds. One member stated that the District must protect itself.

With regard to internal controls, the auditors said the report was much better than last year. There was an issue of payroll both last year and this year but it was improving. Ms. Sidor noted that the payroll person had the ability to change a contract and rate. Going forward, this person may not put in a rate. Only HR can do that. It should roll off next year, as it was implemented last month.

The auditor works for the board and if there is ever any concerns to look into, he/she is available to answer them at any time.

Student activity funds are now under the control of the Board of Education: They become district funds.

Presentation of Valor Technologies Abatement Contract for 2020 Capital Improvement Projects

It was the consensus of the majority of the Committee of the Whole members to recommend to the Board of Education that it approve the contract with Valor Technologies for asbestos abatement for 2020 in the amount of \$91,540 at its regular December meeting. These costs are significantly higher than the normal yearly abatement contract due to the additional work being done in the summer as part of the facility master plan.

Jeff Bergmann noted that the contract was for capital improvements in the summer of 2020 and it does not reflect anything for Project 1. Alternates were the roof over the top of the auditorium, which has been leaking for years and a mechanical fix to the chillers. The most expensive part of the work is 1 west gym, replace mechanical equipment (28 feet in the air) and piping and ductwork is wrapped in asbestos material and containment process is more involved. The commonwealth vault.

Valor was selected because it was recommended by Pekron and it was the lowest bidder. Valor has also worked in the building previously and it was able to meet requested schedule. Three other companies bid on this project.

Future Agenda Items

- 1) Framework and metrics for Racial Equity Procedures
- 2) Fire Safety Violation. What incidents need to be reported to the Board of Education in a timely manner?

Adjournment

At 9:45 p.m., Dr. Moore moved to adjourn the meeting; seconded by Mr. Cofsky. A voice vote resulted in all ayes. Motion carried.

Submitted by:
Gail Kalmerton, Clerk of the Board