

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

Committee of the Whole Meeting
February 18, 2020

A Committee of the Whole Committee meeting was held on February 18, 2020. President Moore called the meeting to order at 6:33 p.m. in the Board Room. Committee members present were Matt Baron, Tom Cofsky, Gina Harris, Craig Iseli, Dr. Jackie Moore, and Ralph Martire. Also present were Greg Johnson, Associate 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; Christopher Thieme, Senior Director of Technology; Dr. LeVar Ammons, Executive Director of Racial equity and Student Success; Dr. Gwendolyn Walker Qualls, Senior Director of Pupil Support Services; and Cyndi Sidor, Chief Finance Officer.

Visitors

OPRFHS faculty and staff Fred Preuss and Sara Wurster; Dick Chappell of River Forest Community Center, Mark Trieglaff of ACTServices, Inc.; Fred Arkin, community member; Brian Hertell, Jonathan Brandt and Audra Braski of PMA Financial.

Public Comments

Mr. Arkin made the following statement, “As an experienced property and casualty insurance professional I am perplexed by the methodology used in the RFP process for property/casualty and workers compensation insurance coverage and the resulting recommendation from the administration.

“Simply put the timing of the RFP and the short window of three weeks response time is the major reason that there was no proposal for property and casualty coverage and only two quotes for workers compensation. A minimum of 8-16 weeks would be required by most brokers to put together a comprehensive proposal for an organization as complex as OPRFHS.

“I would also like to point out the lack of transparency by the current carrier and broker as they have not provided their renewal proposal and the other two proposals are being compared to the current program; apples and oranges my friends. Please ask when those proposals will be available.

“One thing I do agree with is that your memo dismisses WCSIT because of financial viability. I do question the long-term sustainability of it as a pool. However, the memo, which reads like a CLIC Marketing piece, is unjustifiably dismissive of the IPRF proposal. Yes, IPRF insures other classes of municipal workers, which have higher risk profiles, however the rates charges should be substantially higher as well, allowing the fund to derive adequate premium for exposed risk. IPRF has the reputation in the industry to be one of the best run programs.

“I implore this board to instruct the administration to do the following:

- “1. Determine if the notice to CLIC on leaving the program is rescindable; if so get an extension to 5 days after the receipt of the CLIC renewals.
- “2. Take a deeper dive into the structure, historical performance and financial stability of the IPRF
- “3. Do a side by side comparison of the CLIC vs IPRF to determine exact long-term costs and exposure to risk and the current financial position of each pool.

“With adequate time a broker will be able to provide full and competitive proposals for the entirety of the districts property and casualty insurance needs.”

Approval of Minutes of January 14, 2020

Dr. Moore moved to approve the minutes of the January 14, 2020 meeting, as presented; seconded by Ms. Harris. A voice vote resulted in motion carried.

Facilities Master Plan – Accessibility Report

The administration introduced Mark Trieglaff, president of ACTServices, Inc. who did the accessibility report. The early findings were that OPRFHS is an older building composed of a dozen additions all dating from 1907 to 1967, prior to ADA of 1990 when accessibility was not a design consideration. In many cases, little can be done to the existing facilities due to their inherent design. Where renovations have occurred accessibility has been implemented. Any new capital improvements are an opportunity for significant improvements to accessibility. The scope of the study included the north end of the building, all fields, the stadium and the tennis courts. Remediation of these areas will take time and money.

The good news is that the significant capital work that is taking place will include accessible design (as defined by OPRFHS) as a top priority. The priority and estimated costs will be updated over the next several months and the District will have a roadmap to implement the list of items to be addressed in each area. Prioritization of Project 1 items will be completed first, followed by prioritization of items in Project 2. Anything else will be included in the 10-year plan. An advisory group will be formed to help prioritize the items. Its members will be comprised of people who want to be part of it and they will go through an interview. It was stressed that lots of input should be gathered from a broad spectrum of the community.

Mr. Trieglaff’s background is in outdoor and therapeutic recreation. He is a certified ADA coordinator and has worked at Northeast DuPage Special Recreation Association (NEDSRA) as a Recreation Therapist, Brookfield Zoo as the Access Coordinator for People with Disabilities, LCM Architects as an Accessibility Specialist and Project Manager. He presented an example of a transition plan and explained the four priority levels of barrier removal and provided pictures:

The level of titles of the Americans with Disabilities Act are:

Level One: Accessible route up to and through entrance (coming up from the parking garage and connecting to the access route to the building). The Village would be responsible for any safety aspects regarding slopes.

Level Two: Access from entrance to programs and services (interior accessible route). This type of level is challenging to rectify because the resolve would take up much more space. He did suggest improving handrails, remove or restructure areas with protruding objects (in those areas where it can be detected by someone using a cane, etc.); within classrooms, including access to emergency lab elements, assembly areas (companion seating in the stadium), assistive learning devices in spaces like the auditorium, and enough room for wheelchairs to maneuver when going in and out of classrooms without assistance.

Level Three: Restrooms (children standards related to toilet heights, grab bar heights, as well as wheelchairs. A walk-in stall is necessary for wheelchair accessibility and some items in the stall needed improvement, i.e., pipe protection, height of grab bars, etc.

Level Four: Drinking fountains, telephones, etc. 100% of drinking fountains should be wheelchair accessible. Mirrors should be wheel-chair height appropriate.

The codes of state and federal laws will be included in the final transition plan. ADA has a guide that provides ballpark figures of the costs involved.

The next steps will be to review the transition plan reports and determine implementation dates. They will be broken out by categories: 1. Maintenance. 2. Capital projects, 3. Proactive barrier removal; 4. Prioritize numbers for removal; and 5. Select barriers with safety issues as well. Mr. Trieglaff recommended hiring an ADA coordinator, and holding public meetings for students, parents, and the general public to receive their input.

Discussion ensued. Mr. Cofsky asked how much of the items would be classified as life safety work. The response was that while funding sources had not been identified, if an item could be funded with Life Safety funds, it would be. First, however, it would have to be approved by the state. The District then has five years to complete that item. While the administration planned to start with the Project 1 work, a question was asked if there were more immediate things outside of Project 1? Mr. Carioscio felt the stairwells and structures/areas that protrude would fall into that category. The prioritized report will be available in about a month and will be made public. Transition plans are public documents and under ADA, anyone can view it. The next step is to prioritize. Mr. Iseli wanted to see the items for Priority 1. Dr. Moore stated that some of the items noted did not need to wait, i.e., cutting down a bush, putting hooks on doors, adjusting the pressure on the strength it takes to open a door, etc. Mr. Carioscio stated that those things would be completed during the summer. Dr. Moore stated that it is important to note that these things will be taken care of this summer and that the school is going beyond what federal guidelines would require.

PMA Cash Flow and Investment

Jonathan Brandt, Audra Braski, Brian Hextell reported that PMA had provided financial services to almost exclusively public entities since 1984. PMA has three companies with over 130 employees and over \$27.5 billion in investment advisory assets under management as of December 31, 2019. PMA has been OPRFHS's investment provider for 14 years, providing cash flow analysis, working to build five-year projections, and working to help OPRFHS receive the Meritorious Budget Award.

Cash Flow Analysis (cash flow based analysis)

- Formal organization and documentation of projected inflows/outflows
- Conservative analysis to fund liabilities.
- Optimize your investment earnings
- Investment strategy
- Provide lead-time and documentation for potential borrowing needs
- Administrative efficiency

A cash flow analysis is a formal organization and documentation of projected inflows and outflows. It is a conservative analysis to fund liabilities, optimize investment earnings and investment strategy. It provides lead-time and documentation for potential borrowing needs and administrative efficiency. A revenue analysis graph was presented which showed that the revenue OPRFHS receives is 87% from local funds, 9% from the state, and 4% from federal sources, and a small percentage from other. A expenditure analysis graph was also provided that showed expenditures were 61% for salaries, 15% for benefits; 10% for purchased services; 5% for supplies; 2% for capital outlay and 7% for other.

A graph was presented of the total funds balance (excluding capital projects) projected out to June 2022. The investment strategy is to plan execution based on cash flow, Adhere to the "Prudent Man" concept, follow PMA's investment objectives of safety of principal, liquidity, return on investments, maintaining public trust, and have ongoing quarterly review of all investments. There are two things that guide the way a school may invest 1) state statute and 2) OPRFHS investment policy, which is required by law and it references the state's statutes. Authorized investments are U.S. Treasury, U.S. Agency, U.S. Instrumentality, Certificates of Deposit, FDIC Insured CDs, Collateralized CDs, Demand/Checking Accounts, Commercial Paper/BAs, Municipal Bonds, Money Market Funds, Repurchase Agreement, Public Treasurers' Investment

Pool, ISDLAF+ Multi-Class Series. Slides were included that showed the historical yields on allowable investment products, the Treasury Curve, OPRFHS Fixed Rate Portfolio summary and allocation. Bank products pay a premium and at five years slightly below municipal securities.

Economic update: In 2019, saw Fed cut rates three times (a total amount of rate cuts equally .75. After those cuts, then positive news for a one- to five-year time period. Long-term growth and inflation expectations also increased. In 2020, a continuation of volatility exists. Major developments occurred in the Middle East and now the coronavirus is affecting companies, including today's news from Apple. The stock market sold off strongly but it has recovered. The treasury market is a flight to quality and that pushes treasury prices up and treasury yields down. The two-year rate has dropped by 15, and the one-year rate by 10. As investors, this speaks to the importance of matching investments with liability and when one has long-term reserves, it is a good practice to align maturity of investments with the longer-term nature. It brings a steadiness level in a volatile market.

OPRFHS investments included \$10 to \$15 million in longer-term investments. Its longest-term investment is 258 days and 95% of those funds are invested in bank products.

When asked if there were a benchmark for a public institution such as OPRFHS to measure itself against when reviewing the overall portfolio yield, PMA stated that they are the broker-dealer of OPRFHS's account and they do not take discretion. Because districts have the option of using whoever and determining what to invest in, there is no benchmark. Many of the clients have investment objectives. PMA develops a maturity profile depending on cash flow needs, i.e. payroll, etc. When asked why the District has little with a maturity date past 18 months, PMA responded that banks are not offering longer than two- or three-year CDs. So in order to implement a strategy of a 5-year plan, it takes a broader investment and agreement, a signing of a contract as to the parameters of the investment plan exactly. This would be the way to optimize the District's investments, because the volatility in the short-term rates has caused banks not to lock in two to three year rates.

Five million dollars is OPRFHS's liquidity cushion and invested in savings deposit account and will cover two payrolls and accounts payables.

PMA is a broker-dealer and every transaction presents the net rate. PMA has an active manager side to its business, should the Board of Education desire another option for investments. The CFAC had received a presentation on this option as well. Few schools have an active manager relationship with PMA and schools are limited by state statute as to what the investments can be. If the Board invested \$20 million, as an example, the potential upside might be 30 basis points or \$60,000. The cost would be about 15 basis points. To start this process, a contract would need to be signed. Ms. Sidor will review this option with PMA. OPRFHS would have approximately \$40 million that it does not intend to spend over the next three years. The downside to this is that should an investment need to be liquidated, a security might be worth less than what it was purchased at. PMA would, however, be conservative. It was the consensus of the majority of the Committee members to have Ms. Sidor review this for discussion at another Committee meeting later.

Results of Property/Casualty and/or Workers' Compensation Insurance RFP

Ms. Sidor reported that the administration had gone out for property/casualty and/or workers' compensation insurance quotes, giving vendors three weeks to reply to the RFP. Twelve vendors pulled the proposal and three vendors made proposals for property/casualty and one vendor made a proposal for workers' compensation/student accident/school board liability. Upon reaching out to one of the vendors who proposed, Ms. Sidor was told that CLIC's numbers were hard to beat on property and casualty insurance. In addition, Ms. Sidor reported that her peers concurred that three weeks lead time to submit a proposal was appropriate, even though one vendor wanted 90 days in order to be able to look over the school, etc. The response time of three weeks was chosen because the resolution was created in November and time was needed to draft the RFP. One vendor's proposal had a healthy

fund balance, but its fund was composed of multiple municipalities, police, firefighters, etc., and they are at a higher risk of workers' compensation claims. The other vendor's fund was not financially secure. After a comparison of the financials and the offerings, her recommendation was to stay with CLIC, even though it had not submitted a proposal. OPRFHS has been with CLIC since the 1990's. It did not submit a proposal because OPRFHS is already a client and its new rates will be available in April/May. In order for them to submit a proposal, OPRFHS would have to leave the cooperative.

Last year, OPRFHS worker's compensation claim experience was very high; next year it should be lower. Ms. Sidor stated that when not many claims are received in a given year, CLIC will return monies to the districts, depending on how well the district is doing. It is called equity return loss. This money builds up. Presently, OPRFHS has a "surplus" of \$300,000 and last year CLIC returned to the high school \$88,000. It is at CLIC's discretion on whether or how much they give back. Other proposals had said that if there were a surplus, by their board's direction, a district could receive something back. The reason that OPRFHS built up \$300,000 is that it has been with CLIC since the 1990's.

When asked what the role of Gallagher was, Ms. Sidor responded that CLIC was one of Gallagher's umbrella of funds.

The Committee asked that the following questions be answered:

- 1) Would CLIC give a three-month extension to the present agreement?
- 2) What are the pros and cons of bundling the insurance?
- 3) Should the \$300,000 be considered in the decision-making process?
- 4) Can the resolution to withdraw be rescinded if submitted?

OPRFHS has been overall satisfied with CLIC's quality of service to this point on workers' comp, but it needs improvement on cyber security.

Ms. Sidor stated that the insurances are not being bundled together: They are separate discussions. However, a bundling package goes with all of the proposals, as it may be cheaper.

Mr. Cofsky reflected that without a comparative, how can OPRFHS accept an RFP from the nonbidder? Is there a policy that covers contracts? Is it good for the district, if it has that reputation?

The meeting recessed at 8:20 p.m. and resumed at 8:35 p.m.

District Registration Fees, Instructional Material Fee and Technology Fee for the 2020-2021 School Year

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 District Registration Fees, Instructional Material Fee and Technology Fee for the 2020-2021 School Year, as presented. The administration had recommended that the Instructional Materials Fee and Technology Fee remain the same for the 2020-2021 school year as they are for the 2019-2020 school year. The District Registration Fees for freshmen, juniors and seniors are reduced; however, for sophomores the fee is increased by \$47. An itemized breakdown of the District Registration Fees by class was provided. The towel fee of \$18 has been removed for all grades. The freshman locker fee of \$5 has been removed. The sophomore other testing fee of \$10 has been removed because it is no longer applicable. However, the sophomore Driver Ed fee has been increased from \$175 to \$250; this increase will offset some of the cost associated with the program. If the District were to increase this over \$250, it would have to show the expenditures to the state.

The CFAC agreed with the increase in fees, including increasing the Driver Ed fee and it supported the pay to play fees. Racial disparity is not driving the sports fees because the District waives the fee for sports for those

students on FRE and Reduced programs. These students also do not pay for equipment. OPRFHS does not waive fees for foreign travels, prom, and homecoming.

Below are the 2020-2021 District Registration, Instructional Materials and Technology fees by class.

Grade	District Registration Fee	Instructional Materials Fee	Technology Fee	TOTAL
Freshmen	\$27	\$268	\$50	\$345
Sophomores	\$267	\$268	\$50	\$585
Juniors	\$17	\$268	\$50	\$335
Seniors	\$80	\$268	\$50	\$398

Athlete pay-to-play, choir robe rental and performance attire, as well as band/orchestra instrument rentals. Additionally, the administration recommends that the Instructional Materials Fee reduction schedule

\$268.00	Students who do not qualify for free or reduced lunch
\$26.80	Students who qualify for reduced lunch
\$0.00	Students who qualify for free lunch

A breakdown of the different fees for each class was included in the presentation.

A student fee comparison to other NWPA schools was also included. OPRFHS is in the middle of the freshman, sophomore and junior registrations fee among those schools, to which OPRFHS compares itself. A total four-year comparison reveals that OPRFHS is in the lower half of these same schools. The behind-the-wheel and its technology fees are the lowest within the NWPA schools. Its sports fee is the second highest of only a few schools that charge for this. In addition, OPRFHS is about in the middle of the student parking fees that are charged by the Village of Oak Park.

OPRFHS has approximately 17% of its students who receive automatic FRL and Reduced benefits if they ask for them or are registered with the state. Should OPRFHS decide to eliminate the individual grade fees, it would cost the District \$63,363.

It was clarified that the Driver Ed classroom experience is a requirement for graduation. The fee is for behind the wheel training, not the classroom course. The \$250 for that training is less than going to a private vendor. While sophomore year can be an expensive fee year for students, parents can set up payment plans and parents are notified of that in the back-to-school information. It was suggested that the information be articulated more frequently.

A request was made for data for three years to see if the number of seniors seeking FRL or Reduced benefits was trending to a lower number. Ms. Harris noted that students who do not take behind the wheel class have more auto fatalities. She would be happy to share the statewide data on this. If students have only in-class instruction, the opportunities diminish to get the practice of behind the wheel. The cost of the program is to offset some of the District's expenditures.

The \$18 PE towel fee per year was eliminated so the increase of \$75 would be a moot point over 4 years. Dr. Moore asked that this fact be added to the memorandum that comes to the Board for approval and narrative as to why the District was increasing the fee. Mr. Baron hoped that this increase could be phased in over two or three years as the difference was \$47 for sophomores.

Update on RFCC Child Care

The Committee of the Whole members were informed that since 2008, Oak Park and River Forest High School has had a space-sharing agreement with the River Forest Community Center (RFCC) that provides several rooms on campus for an RFCC-run child care program; the top priority is serving OPRF students who are parents. (Although as many as 10 students have enrolled their children in a given year, no students have

used the program for the past two years.) In exchange, RFCC provides space for OPRF's Community-Integrated Transition Education (CITE) program, which serves 18 to 21-year-old students with disabilities at its facility on Madison Street in River Forest. The current four-year agreement runs through June 30, 2022. The District or RFCC has the right to terminate the space-sharing agreement after the initial four-year term by providing the other party with a one-year written notice of termination, effective June 30 of the year following the one-year notice. A 2018 inspection by the Office of the State Fire Marshal found that the secondary means of egress from child care Rooms 199A and B, which had occupants exiting through the auto shop to the outside of the building, is no longer acceptable under the a newer version of the fire code in effect. However, it was not until spring 2019 that the impact of this violation was understood to be the likely non-renewal of RFCC's daycare license from the Department of Children and Family Services in 2020. Administrators then worked closely with architect of record FGM Architects to determine options for rectifying the issue of egress from 199A and B, as well as other issues with the space that make it less than optimal for serving child care needs. At the December 2019 Committee of the Whole, administrators shared with the Board the proposed renovations, which had an estimated cost of \$750,000.

On January 27, 2020, an inspector from the Office of the State Fire Marshal conducted a follow-up licensing inspection to determine whether proposed renovations would satisfactorily address the violations noted in the 2018 report. This representative, who was different from the one conducting the 2018 inspection, identified an alternative means of egress to the outside of the building that had not been explored by the other fire marshal. Adding self-closures and latches to several doors within the child care space are also necessary before the child care space can be approved for licensure by DCFS. Fire-rated glass and several additional smoke detectors were also cited as items requiring remediation. The total cost of these items is estimated at \$15,000. This work is scheduled for completion by the end of March 2020.

The District will complete remediation only of the items identified in the 2020 fire marshal's report, which is scheduled to be completed by the end of spring break. No later than June 1, 2021, develop a recommendation to the Board of District about whether or not to renew the current Space-sharing Agreement with the River Forest Community Center.

A timeline of events was presented. The fire marshal's report identified minor items to be remediated and are on track to do so by the end of March. The first inspector did not approve exiting through the auto shop area and did not identify another pathway. The second egress (through the auto shop) goes down the hallway as opposed to going out the Erie Street door. The third is the ladder to a window.

Dr. Moore was challenged by the other items mentioned in the report that made the space not appropriate for preschoolers. Mr. Chappell stated that while the space is not ideal, it is functional and it was licensable. Mr. Chappell stated that the center was not at capacity, and no student had ever been turned away. There may be times when a staff member has to start a month later than his/her preference because another child has to migrate to a different level. He felt the Center had done a good job of accommodating people. The prioritization of participants is students, faculty and staff, and then community. Students do not pay any fee as stated in the space sharing agreement. Sometimes DHS gives a subsidy, but the child care facilities take no fees from the students.

The current fees are as follows:

Infant \$325

Toddler is \$305

Preschools are \$275.

The income is listed as \$560,000, all of which is obtained through the fees.

Dr. Moore asked if there were any parents of current Huskie Pups that had questions about the fire marshal report given to the Board. Mr. Chappell replied that there were questions about the impact on the overall

program, but not specifically about the fire marshal report. The RFCC and the Board of Education both had received written correspondence as to whether the Child Care Center would continue.

Dr. Walker-Qualls reported that OPRFHS has three teachers and seven paraprofessionals working at the CITE program at the RFCC.

Mr. Iseli noted that with the changes to this building coming up, what happens to this space and does it require renovation. Mr. Carioscio stated that renovations to Huskie Pups is scheduled in Project 4. In Project 1, however, the infant room needs to move because of renovations to the Special Education spaces.

Note: there is no exchange of money between the high school and the RFCC. This is a space sharing agreement.

Dr. Moore asked for a breakdown of who is using the program--students, faculty and staff, community, as it was originally meant for students and staff.

School Resource Officer Contract

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the amendment to the School Resource Officer Intergovernmental Agreement at its regular February meeting with noted changes. While the Agreement does not expire until next year, necessary changes were needed to assure that the SRO assigned to OPRFHS was appropriately trained in restorative practices. In addition, a number of housekeeping changes to update the document to reflect the current legislation were included.

When first setup, police provided these services free of charge and then it went to a 50/50 agreement. That is reflected in Appendix B.

Changes to be made to the contract:

- 1) Do not backdate the contract.
- 2) Appendix A; next to last para because last sentence does not make sense. I.e. training...."If" part makes no sense as a modifier. Page 5.
- 3) Require restorative justice training.

The SRO does not work during the summer and that is why the contract is for 182 days. The administration stated that the rationale might be that there are fewer students, the day is abbreviated and the same level of discipline activity may be less. Dr. Moore stated that this begs a bigger discussion about the use of the SRO. If the building is moving towards a school community of Culture of Warmth and Restorative Justice practices, what does a SRO presence mean in the building? What is their participation in curriculum and how have they been evaluated in terms of participating and being a positive influence in the school. Mr. Carioscio stated that the deans, security staff, and he are asked to rate the SRO on a series of criteria provided by the police department. Dr. Moore asked for a deeper dive into if what the police department were asking for and if that meets the District's needs and expectations. Are the things in the contract being followed? If not, why have SRO?

Regarding new paragraph 6: Mr. Martire questioned what "likely" meant--"is likely to extend to the community or involve an offense in which a recording...." "Are administrators trained in what is "likely" and who oversees and can we comport with legal responsibilities." Can OPRFHS comport with legal responsibilities.

This agreement had been vetted by the District's attorney regarding student confidentiality.

CTE Grants (CTEI & Perkins)

The Career and Technical Education programming is a largely grant-funded program designed to provide students with experiences in potential career pathways during their high school years. Currently twelve teachers in two divisions are teaching courses that are eligible for program funding.

Because of the program evaluation, the following conclusions were made.

- The current pathways are fulfilling the federal and state requirements to meet the Perkins V justification for funding.
- OPRFHS has the Group 1 introductory level courses needed to introduce a variety of additional pathways, both funded and unfunded, to align with the state goal of every student graduating within a designated pathway.
- Potential Pathways and Programs currently being explored include Geometry in Construction, Algebra in Business, General Construction, Nail Technician, Cosmetology, Barbering, Criminal Justice and Fire Science
- Areas in need of development are enrollment, retention, and support efforts specific to race and gender, identifying additional work-based learning opportunities, expanding dual-credit, and enhancing pathways so more can lead to industry credentials and post-secondary placement

Based on the findings, the following goals for 2021-2024 were identified:

- Improve our utilization of district disaggregated student performance data for analysis pertaining to current and new pathways. • Increase professional development regarding pathways implementation school wide
- Continue to incorporate the development of pathways into our curriculum evaluation process.
- Enhance training and support for dual-credit certification of our faculty.
- Development and maintain relationships with local businesses and municipalities (specifically Oak Park Police Department, Oak Park Fire Department and Oak Park Public Works) to provide work-based learning experiences, internships, micro-internships and potential future employment opportunities to OPRFHS students.

Ms. Wurster is the Post-Secondary Pathway Coordinator for Career Pathways. Program Development includes all faculty receiving money through Perkins V currently; eventually, a school wide initiative in terms of programming for pathways with or without Perkins V funding. Over 2100 students are enrolled in CTE this year. Its CTE courses have been included in curriculum at OPRFHS throughout history, however, Perkins funding as it pertains to CTE courses was first granted to schools in 1984.

The approximate program costs are: Perkins 2019-2020 Budget = \$55,557
CTEI 2019-2020 Budget= \$87,478

The Current OPRFHS Pathways are:

- Automotive/Automotive Mechanic/Automotive Technician
- Child Care Provider/Assistant
- Cooking & Culinary
- Engineering Technology
- Entrepreneurship/Entrepreneurial Studies
- Nursing Assistant
- Pathways to Education/Education General
- Radio & Television Broadcasting Technology/Technician
- Web Page, Digital/Multimedia & Information Resource Design

Potential Future Pathways may include

- Law Enforcement
- Fire-fighting
- Emergency Medical Technician (EMT Paramedic)
- Construction Trades
- Nail Technician
- Cosmetology
- Barbering

Charts were provided on the following:

- student enrollment in CTE courses by race for the 2017-18, 2018-19 and 2019-20 school years; and
- Student enrollment in CTE courses by gender

Discussion ensued.

Q: The cooking and culinary classes fulfill a requirement, but are those students being directed into certain pathways being driven by their achievement level?

A: There are state and local requirements. The local requirements are about race and there is a gap in terms of what tools are being used to guide the students. OPRFHS is using UScience and working with special education to let students take this test in their freshman year. The idea is to introduce this in the 8th grade to be intentional in planning. Project Lead the Way is intended to be a pathway. CNA is a pathway that was adapted to OPRFHS from Triton. Triton is giving guidance documents as to how align courses with AP classes. It is a more purpose-driven approach. The important components are the entry and exit points, and allowing students to change pathways while they are here instead of after they graduate.

Ms. Wurster stated that historically females are lacking in CTE courses. She is planning to do PD with teachers about pathways. She is also meeting with municipalities, i.e. chief of police, etc., about partnering with the District and they are ready and willing to tap into the culture information--how can a relationship between the students and the police force be created. Public works is working on its own apprentice program.

Ms. Wurster continued that many districts were doing this well. D214 has a national program and it is setting the standard. She is also exploring utilizing parents as resources who would be willing to work with the students, warehousing the opportunities that are accessible to counselors, parents, etc. and developing a link on the website so that families can make the best decisions possible.

The Illinois PACE framework is a roadmap that outlined the agencies that worked together. It provides the best practices. Ms. Wurster is working nonstop to make trade connections but it is very, very difficult. Students need more access.

When asked if when seeking to develop partnerships with local business realizing the community is void of certain things, can OPRFHS tag team with other districts? Ms. Wurster responded that she had visited D214 and they were sending students to O'Hare for training as pilots; they were swapping students. People are open to it and OPRFHS does transport students. It is about transportation and safety.

With regard to nursing assistants, are their plans for more than one discipline? Rush has programs for students on the west side that get into medical-related fields. Ms. Wurster stated that health careers are broad and CNA is already funded by the grant. A summer program existed at Loyola but had ended because of HIPPA laws. While difficult to do, it is possible.

How can the District make families aware of what is available? One of the ways is that Ms. Wurster is talking with John Condon about making minuets of these programs. The goal being to create awareness of them. Students do not know what they do not know. Middle schools will be included in the program.

Another question raised was how are the economics different to deliver this type of education versus what is current? How does this model compare? Ms. Wurster oversees the spending of the grant. She felt there were lots of room for creativity. Grants can fund a good portion of this as long as the rules are being followed. Mr. Baron stated that this would help raise awareness and provide for symbiotic relationships with students, the community, and the school. He invited her to the March 3, 2020 Chamber of Commerce's annual meeting.

Policy for First Reading

This item was pulled

Future Agenda Items

More aggressive investment returns.

Adjournment

At 10:05 p.m., Mr. Cofsky moved to adjourn the meeting; seconded by Mr. Martire. A voice vote resulted in all ayes. Motion carried.

Submitted by:
Gail Kalmerton, Clerk of the Board