

October 24, 2019

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, October 24, 2019, in the Board Room of the OPRFHS.

Call to Order

President Moore called the meeting to order at 6:30 p.m. In the Board Room. A roll call indicated the following Board of Education members were present: Matt Baron, Thomas F. Cofsky, Gina G. Harris, Craig Iseli, Ralph Martire, Dr. Jackie Moore, and Sara Dixon Spivy. Also present were Dr. Joylynn Pruitt-Adams, Superintendent; Greg Johnson, Associate Superintendent; Roxana Sanders, Assistant Superintendent for Human Resources; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:31 p.m. on Thursday, October 24, 2019, Dr. Moore moved to enter closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District and independent contractors and specific volunteers, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2 (C)(1); amended by P.A. 101-0459; Collective Bargaining and/or Negotiations; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

At 7:30 p.m., the Board of Education resumed the open session.

Joining the meeting were Carolyn Gust, Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; Christopher Thieme, Director of Technology; Michael Carioscio, Chief Operations Officer, Karin Sullivan, Executive Director of Communications and Community Relations; and Caroline Peavy, Student Council Board of Education Liaison.

Visitors

Mary Haley of the League of Women Voters and John Phelan, community member

Student Council

Liaison Report

Caroline Peavy reported, "Homecoming was a huge success. Student Council focused all of their energy on everything homecoming the past few months. We spent countless hours on creating decorations, coming up with spirit week themes, deciding competitions to get more people involved in the homecoming experience and of course having a successful dance. I would say one of our biggest successes was the advisory door competition. It has been very helpful having the advisory classes to get the word out on events and also doing competitions. We did a door competition for advisory classes to decorate their door for homecoming or in a Huskie theme. Many participated and three were chose. It was a great way for advisories to bond and add a little excitement to our hallways. The dance was amazing and had a lot of wonderful feedback. We had a total of 2,198 students attend the dance and were happy with the turnout.

"Next, we are focusing on the Tradition of Excellence. The Student Council officers are with the recipients all day and are writing speeches for the assembly. We are looking forward to our three honorees this year; Maci Peterson, Nia Wordlaw and Howard P. Willens. Tradition of excellence takes place on Friday November 8th."

FOIA Requests

Ms. Kalmerton reported that five FOIA requests had been received and five were resolved.

Superintendent Announcement

Dr. Pruitt-Adams made the following announcements:

All community members were invited to the upcoming town hall with the Board, in the South Cafeteria on Monday, November 18. A light dinner will be provided from 6:15 until 7 p.m., then the town hall will take place from 7 to 9 p.m.

Senior Maxwell Gonzalez was part of an international team of students that *won the top award at the annual Global Student Summit* in Davos, Switzerland this summer. The winning project is on display at the Nobel Prize Museum in Stockholm, Sweden, through the end of January 2020, and Max and his family are there now to see it.

Congratulations to the following students who scored in the top 2.5 percent among Hispanic and Latinx PSAT/NMSQT test takers in the region and were named *2019 National Hispanic Recognition Program Scholars*: Armando Carlo, Isabelle A. Carrillo, Callum J. Jaques, Marcos A. Stocco, and Elijah M. Tsakalakis.

Prevention and Wellness Coordinator Ginger Colamussi *was named to Governor Pritzker's gender equity task force*. She joins 24 other members and two co-chairs who will recommend ways to make public schools safer, more supportive, and more inclusive for transgender, non-binary, and gender non-conforming students.

The Marching Huskies placed second in their class at the Geneseo Maple Leaf Classic. Color Guard won *first place captain*, and the marching band earned *third overall out of 24 bands*.

Public Comments

Mary Haley of the League of Women Voters made the following statement:

“In 2018, a resolution at the annual IASB meeting to support legislation allowing the arming of teachers during the school day failed...by 24 votes. That resolution as well as a resolution to fund school safety grants is on the agenda again this year, and the passage of these resolutions was been recommended by the Resolutions Committee at its August 2 meeting. The League of Women Voters urges school boards to reject these resolutions.

“Resolution #1 – Arming Teachers

Teachers don’t want to be armed. 80% of the teachers responding to a Gallup poll in 2018 said that they would not train to carry a firearm even if their school district allowed it. And armed teachers do not make students feel safer. A majority of students surveyed by the PEW Research Center felt that armed teachers would make their schools more violent. Professionally trained law enforcement officers receive 840 hours of basic training and still hit their targets only 20% of the time.

“Instead, the League advocates for steps to prevent school violence rather than reacting to it. Some of these steps are Red Flag laws, improved background checks, installing expertly designed school safety improvements and addressing mental health issues.

“Resolution #3 – School Safety Funds for Hiring School Resource Officers/School Security Personnel

“This resolution is more difficult. The League supports efforts to making schools safer. However, this resolution wouldn’t necessarily do that. This resolution would create and fund school safety grants to help school districts hire security officers. The best training requires learning how to work with students and understanding the limits of authority. This does not include taking a role in student discipline. The best training programs emphasize that. These programs are expensive and not available to everyone.

“The League suggests that instead of hiring more personnel, funding should be provided to create a uniform model of training for all resource officers and security personnel.”

John Phelan spoke about the freshman curriculum restructuring informational sessions that were put on by the administration. He was complimentary as to the way they were held, allowing the public to comment. He encouraged both the administration and the Board of Education to take an objective and thorough look at the available evidence. In order to standardize the curriculum, PD is well worth the time and effort. He had asked for Evanston Township High School’s results after detracking. He received the following information on the average ACT composite scores for black students at Evanston since detracking from another source:

2009 – 19.2;	2014 – 17.9;
2010 – 18.5;	2015 – 18.6;
2011 – 18.6;	2016 – 18.3;
2012 – 18.0;	2017 – 18.4.
2013 – 17.8;	

Mr. Phelan quoted Peter Bavis, the ETHS Director of Curriculum and Instruction, and Jonathan Baum, an ETHS Board member. Bavis said: “trends are positive for all subgroups.” However, Baum disagreed, remarking: “saying we have made significant growth across all subgroups is not quite correct,” noting that the above scores show a decline. “This does not look like progress to me,” Baum concluded.

Mr. Phelan noted that it was important to look at this objectively. Discussion has occurred about 69% of students in the college pre track could succeed in honors. Why then not make them all that. There needs to be careful and transparent evaluations. He hoped this would become known at the town hall. He offered to send the Evanston report to the Board of Education.

Consent Items

Dr. Moore moved to approve the following Consent Items:

- A. Check Disbursements and Financial Resolutions dated October 24, 2019
- B. Monthly Treasurer’s Report
- C. Umoja Contract
- D. Pekron Environmental Consultant Contract
- E. New Courses/Academic Catalog Revisions
- F. Personnel Recommendations, including New Hires, Transfers, Stipend Positions, Resignations, and Retirements
- G. Open and Closed Minutes of September 26 and October 15, 2019 and a declaration that the closed session audio tapes of March 2018 shall be destroyed

seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion Carried.

[Energy Services](#)
[Live Reserve](#)
[Auction Results](#)

As a result of the Board of Education granting permission to the administration to conduct a live reverse auction for electric energy service and to enter into a one hundred percent green, energy-only purchase agreement for up to 36 months at the close of the auction if the price per kWh fell at or below .03168, the auction yielded 41 bids from nine suppliers and resulted in a low bid of \$0.02879 per kWh for a term of 36 months from mc2 Energy. This price is lower than all sealed bid submittals and represents a 24 percent savings over the District's current rate for brown electricity and is 9 percent below the board-approved per kWh threshold. Over the three-year agreement, the District will realize an estimated \$153,000 savings and will significantly reduce its carbon footprint.

OPRFHS has a resource conversation policy on composting, reducing waste, etc. Mr. Iseli noted that if the District is going to support green initiatives, it should do so from a policy standpoint.

[FY 2019](#)
[Administrator](#) Salary
[and Teacher](#)
[Salary and](#)
[Benefits Report](#)

The Board of Education received the FY 2019 Administrator and Teacher Salary and Benefits Report for FY 2019 pursuant to Section 10.20.47 of the Illinois School Code. This report was presented as an informational item only. This report is generated by the Employee Information System after the District submits the salary and benefit data through the secure reporting portal on the ISBE website. The report lists total compensation for all teachers and administrators in the District, which is defined as base salaries, vacation days, sick days, bonuses, annuities (403 b match) and retirement enhancements (i.e. Board-paid employee TRS contributions) as well as Board-paid portion of health, dental, vision and life insurance. No discussion ensued.

[School Construction](#)
[Operational](#)
Impact Report

In January 2019, the Board was presented with the building capital improvements maintenance plan (10 year). In April, the administration recommended a "bundled" design of capital improvements, life/safety, and Project 1 as part of the FGM Project Authorization Agreement. On August 13 at the Committee of the Whole meeting, two options were presented for the construction timeline. The Board directed administration to come up with a hybrid option, which would allow construction to begin with the demolition of the South Cafeteria in June 2020. This option was presented to the Committee of the Whole in September. As such, the administration presented the impact of the construction on school operations. Views of the new cafeteria/student resource center were presented. This work will begin in June 2020. Project 1 work will substantially be completed by August 22, 2022. This timetable will require the 2023 summer to be used for capital improvements and health/life safety. Summer school will be impact in 2021 and 2022 and possibly 2023.

A timeline for phasing and sequencing was provided in the packet. In the summer of 2020, the biggest item is the south cafeteria demolition and construction. Some teachers will be able to try out the test classrooms. Driver Ed classrooms will be relocated. Because of the lack of space and movement, the simulators will not be used, and more behind-the-wheel classes will occur during the summer.

The architects are looking at a “Kinko” design for the duplicating, mailroom, switchboard services. Ancillary costs are going to be tracked closely, i.e. Dr. Ed. The South Cafeteria will be down for one and one-half years and spaces are being looked at for additional seating.

Because the front area of the building will be under construction, the little theatre and the auditorium will also not be available.

While summer school will not be onsite in 2021, plans to hold it at over venues are being discussed. It was suggested that this information be conveyed to the public as soon as possible.

The potential changes implied by design were:

- Extended hours of operation
- Passes, security, supervision
- Food in the building
- Use of new facilities
 - Student Resource Center (new footprint, increased square footage) ability to host new, different events
 - 12 New classrooms

- Potential staffing impact
 - Study hall / tutoring
 - Custodial
 - Campus Safety

The enhancement offsets include the ability to compartmentalize portions of the building, which include limiting access to portions of the building, easing need for security and supervision and savings in utilities in the areas of the building not utilized in off-hours. This may also be an opportunity for potential revenue from new space rentals.

The library will have spaces that are quieter for study. Libraries are collaborating spaces.

An accessibility study is a two-part process. The onsite work has been completed and it is the hope that a report will be completed in November and brought to the Board in December. An outside company is doing this work and the administration will share its resume with the Board of Education.

Mr. Iseli asked that the when and how the architectural elements of the design make the school safer be in the next conversation. The architects will be present at the November meeting. Accessibility is another level of detail and it is more comprehensive. It will inform the design, so is the design presentation premature if it comes in November? No, the accessibility study will encompass the entire building. Other items will be addressed in the future. Any new construction or renovation must be done by law and be ADA accessible. The Board of Education is concerned about the pieces not being touched.

Book Read

As part of its ongoing professional development on issues of race and equity, the Board will discuss chapters 1-3 of *Excellence through Equity*, edited by Alan M. Blankstein and Pedro Noguera, which also includes a foreword by Archbishop Desmond Tutu. Mr. Blankstein, a former high risk youth who began his career as a music teacher, won Learning Forward's Book of the Year Award for *Failure is Not an Option: Six Principles that Guide Student Achievement*. Dr. Noguera is a distinguished professor of education in the Graduate School of Education and Information Sciences at UCLA. A researcher who focuses on the ways schools are influenced by social and economic conditions, he is the author of 11 books and more than 200 articles and monographs. This opportunity to learn together is aimed at deepening the Board's understanding of the impact of our decisions as well as our governance on both the school and the wider community.

Chapter 1 of *Excellence through Equity* focuses on Brockton High School, a diverse school that is the largest in the state of Massachusetts. Led by concerned teachers, Brockton transformed itself from a failing school into a national turnaround model, a change that it has sustained over a decade. Key to success was an initiative that focused on literacy for all; an important learning was that the school could not wait for everyone to buy in before taking action. Chapter 2 looks at achieving greater equity through system-wide change. Three components are needed for success: All schools in a system must participate in the effort, a small number of core strategic elements must be in place, and system wide results must be monitored and used as developmental levels for intervention. Chapter 3 examines the detracking that took place in New York's Rockville Centre Schools. At one point in the 1990s, the district temporarily closed its South Side High School because racial tensions were so extreme. From 2000 to 2013, however, detracking efforts at this same school entirely closed a 66-point gap between the number of white and minority students earning a Regents diploma. This diploma shows a higher level than a regular diploma in math, science, and language skills other than English.

The intent was to have these kinds discussions more systematically and consistently. Board of Education members then reflected on the reading.

Mr. Cofsky appreciated this assignment and asked to be sent any references for further reads. He had looked at the differences and the commonalities between the two schools. Rockville School district had a majority of black and brown students, very much like OPRFHS, yet the students had a different path in terms of where they were going which started in the middle schools. Whether across disciplines or cohorts, there are different ways to address the issues. The District used a gradual approach and it hired teachers who believed in what the District believed. In each case, what was the learning culture they had and how did they address it?

Dr. Moore stated that she chose these chapters because they reflect some of the same issues discussed at OPRFHS. Chapter 11 of the book is about going from good to great—a way to see some commonalities when lifting all boats. Right now OPRFHS is a very good school, but the desire is for it to be a great school. Identifying and eliminating barriers will get to the cultural issue. The OPRFHS faculty is established and this is a good place to work. The District will have to provide appropriate professional development. In chapter 2, the capacity building for the system takes numerous tactics to have more and better collaboration among the faculty. Collaboration with the teachers is needed in this building. The NCLB was flawed in its design because it was a

competitive approach to education. For that model to work one needed to have winners and losers. America is a school system where every student succeeds or fails on the students intellectually. Most institutions have created barriers to succeed based on their intellect and education. The competitive model has failed internationally. A 2.0 whole system change could lead to additional discussions.

Mr. Iseli has had the belief that no matter where he was or where the Board of Education was, the focus should be on learning, and then it should break down the barriers that impede learning. Is there enough focus on learning at OPRFHS? Does the District know where it wants to be? That is different from breaking down the barriers.

Dr. Moore stated that it was crucial that all students' learning is a core goal of the system. The realization of that is having authentic methods of process. The way to get there is fearful, and it is a slight shift, but it gets to the equity work. Mr. Martire stated that what should be emphasized is that an equity initiative does not take the top down. Mr. Baron felt the book was illuminating and he appreciated this exercise. Ms. Harris stated in the COW meeting that there was a big conversation about the community and it is important to bring the community along. It would be beneficial for all to be on board, especially those that miss the understanding that equity is a zero-sum game. Ms. Dixon Spivy agreed and noted that the feeder districts should be in the discussion as well. She suggest this be an agenda item for the tri-equity board meeting.

Debrief of Freshman Curriculum Meetings At the regular board meeting on August 24, the administration presented a review of the freshman curriculum evaluation conducted during the 2018-2019 school year. At the conclusion of that presentation, the administration announced a two-year plan to de-track freshman year courses in English, math, science, and world languages, and to limit first year courses in math, beginning in the fall of 2021. In the days after the August 24, the administration announced they would engage in four community conversations but another one was presented to Community Council about their plans to restructure the freshman curriculum, one at the high school, and one at each of the primary feeder district's middle schools. In preparation for the Board's discussion on the restructured freshman curriculum, this memo provides themes from the community conversations and a timeline for our work moving forward.

Several themes emerged from the questions, comments, and concerns shared during those conversations. First, while many people expressed concerns, there also were quite a few community members who spoke in support of the restructuring. Second, questions and concerns regarding the interpretation of the data focused on whether the data accurately reflected student performance, and whether the data shared from Evanston Township High School illustrated success with a similar initiative. OPRFHS is not mirroring Evanston, it is learning from it. Third, several questions focused on teacher preparation for heterogeneously grouped classes. Finally, concerns also questioned the extent to which the district's approach would successfully challenge high performing students. Currently, the freshman curriculum teams are busy identifying professional development needs and designing curriculum, focusing specifically on the design of pilot units to be taught during the 2020-2021 school year. The entire faculty had a gallery walk to help in PD. This work will culminate in a two-step board approval process. First, in April of 2020, the administration will present a summary of these pilots units to the board for their approval. Second, in October of 2020, the administration will present the restructured curriculum to the board for approval as part of the yearly academic catalog approval process. Pilots mean units of instruction. Lessons and

resources to support all of the levels. A subset of teachers learn from each other before they tweak the programs. Dr. Pruitt-Adams is charged to implement the strategies and objectives in the Strategic Plan.

Mr. Martire reported that Erick Hanushek of the conservative Hoover Institute at Stanford University did a study on detracking at schools around the world. He found that the evidence shows that overall homogenous approaches to education (tracking) actually diminishes academic outcomes, while heterogeneous approaches (detracking) improve it. Learners from every percentile performed worst in homogenous rather than heterogeneous environments. No efficiency gains were had for tracking high learners. In fact, it was a meaningful loss. His research and all research says not all detracking has succeeded but there is substantial evidence that suggests it does. He had confidence in pursuing this in District 200 and it is a promising path for moving the whole school forward from the achievement and performance standpoint.

Dr. Moore appreciated the work with the information sessions as it had been helpful for the community to see their input taken. She suggested putting resources on the website. She has not read anything that talks about less rigor in the classrooms. That would be counterintuitive to the mission at the school. This is not only about a zero sum game. It is about rigor and support. Moreover, support will be provided in order to be successful in an equity fashion.

Ms. Harris concurred that she too had not heard or read anything about academic rigor being lessened with detracking, yet she felt there was a perception that the District has to dumb things down for “those kids”. It must be demonstrated that academics are not going to lose anything. If someone who were not in the system of education and did not understand all of the support of the framework, it would be easy to make that connection. All of the research says that is not part of the process and people need to be educated. She appreciated the evolution and the journey. The administration also has a plan for addressing this with the teachers.

Ms. Dixon Spivy appreciated the administration bringing in the feeder districts and trying to educate the parents. This is a community happening, not just the District’s.

Mr. Iseli stated that fundamentally in his own life, living in other countries, he learned much from other people. The more he is with others, the more he learns. That is his principle. The District needs to know as much as it can in order to get this correct. Needed are the right supports and process.

Mr. Cofsky stated that the most impactful learning that his children had at OPRFHS was in heterogeneous opportunities.

The administration appreciated the Board of Education for having this conversation. The faculty will have more information November 7. A two-year PD plan is in the works and it will begin with the top ten things that are most important to the faculty. In various meetings, the faculty is excited and ready. The buzz is causing more progress than originally anticipated. Dr. Pruitt-Adams was pleased to hear that the Board was supportive of this journey and thanked them on behalf of the students.

IASB Resolution
Student Safety and

It was the consensus of the Board of Education members to appoint Gina Harris to be a delegate at the IASB’s Assembly on November 23, 2019, and

Protection

to carry the Board's vote **not** to support the IASB's resolutions 1 and 3, as follows:

Resolution 1: BE IT RESOLVED THAT the Illinois Association of School Boards shall support and advocate for legislation which provides local school boards the option of developing Student Safety and Protection Plans which allow voluntary district employees, in any capacity, the ability to carry a concealed firearm on district property, provided the employee has a valid Illinois FOID card, holds a certified Illinois Concealed Carry License, has completed all additional trainings and certifications set forth by the respective school board, one of which **MUST** include yearly certified Active Shooter Training. Only district employees who fulfill all requirements listed and receive Superintendent and Board approval would be eligible as an active and armed part of the Student Safety and Protection Plan; and

Resolution 2: BE IT RESOLVED THAT the Illinois Association of School Boards shall advocate for the creation and funding of a school safety grant program at the state level that would assist school districts in the hiring of School Resource Officers (SROs) or school security personnel for the protection of students and staff. SROs in this instance shall meet the definition in section 10-20.67 of the School Code. School security personnel may include off-duty law enforcement officers or a law enforcement officer who has retired within the previous five years. School security personnel may carry a firearm in a school if they continue receiving the same ongoing firearm training as active police officers. Priority in the distribution of grants shall be based on both geography (school districts with lengthy response times from first responders) and financial need (Tier I and Tier II districts based on the Evidence-Based Funding Model in that order) would receive priority in the awarding of the grants.

It would enable legislation that would then each district could trigger that ability.

This proposal was brought forward because conversations at both the national and state level have occurred. Some rural communities are open to arming teachers because they do not have the resources for a police presence. However, the consensus was that there would be more fatalities if teachers were armed. Surveys have said that educators do not want guns in the building. Ms. Harris stated that she has enough evidence with educators, both statewide and nationally, to say vehemently that anyone with a gun is a challenge. Regarding the idea that a retired police officer would have the expertise, Ms. Harris stated that part of that challenge is that the officer is retired and the skill set has shifted and the possibility of someone getting his or her hands on a gun was too much risk to intentionally place gun in the building. Ms. Dixon-Spivy stated that police sometimes make bad judgment calls and it was inconceivable that this would be a prudent action no matter where the school was located. OPRFHS already has disproportionate discipline with blacks and browns and she thought that would make them more at risk.

Mr. Cofsky was not in support of Proposal Number 3. If it passed, OPRFHS could say no guns, but the students are not captive, and they could go to other schools, such as sporting events and that school may allow guns. Mr. Martire stated that this should not be the law of the land and he would not support either Proposal 1 or Proposal 3. Mr. Baron concurred with no support and appreciated the comments and insights.

Board of Education

Dr. Moore moved to approve the Board of Education Goals for the 2019-20

Goals

school year; seconded by Mr. Martire. A roll call vote resulted in all ayes. Motion carried.

1. Ongoing monitoring of goals and activities of Strategic Plan as prioritized by the superintendent, for the 2019- 20 school year.
2. Monitor implementation of Racial Equity Policy (7:12)
 - a. Develop accountability framework of measurable outcomes guided by the Implementation, Accountability and Monitoring section of Racial Equity Policy to measure outcomes such as:
 - b. Eliminating statistically meaningful correlation between race and academic performance.
 - c. Eliminating systemic barriers to equity and access that disproportionately affect students of color.
3. Board development on accomplishing racial equity goal
 - a. As a part of our responsibility to view our work through a racial equity lens we will:
 - i. Work collectively through ongoing discussions to deepen our understanding of race and the effects of systemic and institutional racism, implicit bias, and White privilege on our school community.
 - ii. Board retreats-Facilitated by racial equity consultant
 - iii. Selected readings and discussions
 - b. Do individual work to increase racial equity literacy.
 - i. Attend racial equity workshops or training, e.g. “Beyond Diversity”
 - ii. Commit to ongoing relationship building and partnership in understanding our role in affecting system change and modeling a culture of community.
4. Continual oversight of district policies
 - a. Substantive review and monitoring of policies by Policy Committee.

Superintendent Contract

Dr. Moore moved to approve the Superintendent’s Contract from July 1, 2019 through June 30, 2022, as presented in closed session and to be executed after legal review; seconded by Mr. Martire. A roll call vote resulted in all ayes. Motion carried.

Approval of Settlement Agreement Regarding Fees

No action was taken.

Recommendation Issuance of Notice of Charges and Dismissal and Notice of Hearing Rights to Tenured Faculty Member

Dr. Moore moved to dismiss Timothy Fischer as a tenured faculty member and for adopt resolution authorizing dismissal and issuance of notice of charges and hearing rights based on an inappropriate relationship and conduct with District students, as discussed in closed session; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

Summer School Report

The summer school report was presented at the October 15, 2019 Committee of the Whole Meeting. This was for information only.

Levy Timeline

The levy timeline was presented at the October 15, 2019 Committee of The Whole Meeting. This is for information only.

**Future Agenda
Items**

1. Development of Sustainability Actions for Monitoring/construction work
2. IGOV moved to November 16 or 23.

Adjournment

At 9:45 p.m. on October 24, 2019, Dr. Moore moved to adjourn the regular Board of Education meeting; seconded by Mr. Baron. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Craig Iseli
Secretary