

December 19, 2019

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, December 19, 2019, in the Board Room of the OPRFHS.

**Call to Order**

President Moore called the meeting to order at 6:36 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 (arrived at 6:45 p.m.), 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; Dr. Gwen Walker Qualls, Senior Director of Pupil Support Services; and Gail Kalmerton, Executive Assistant Clerk of the Board.

**Closed Session**

At 6:38 p.m. on Thursday, December 19, 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; Student disciplinary cases 5 ILCS 120/2(c)(9); seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

At 7:10 p.m., the Board of Education resumed the open session.

Joining the meeting were Christopher Thieme, Director of Technology; Michael Carioscio, Chief Operations Officer, LeVar Ammons, Executive Director of Equity and Student Success; Karin Sullivan, Executive Director of Communications and Community Relations; Caroline Peavy, Student Council Representative

**Visitors**

OPRFHS Faculty and staff Jeff Bergmann, Lamar Linnear, Chris Meglan, Fred Preuss; Will Martin and Micah Nalls, students; Fred Arkin, Katrina Beck, Marty Bernstein, Susan Caudell, Pat Flannery, Pat Flannery, Gail Galivan, Camille Grant, Kara Keller, Andrew Martin, Amanda Massie, T. and Hope Nalls, Kevin Peppard, Monica Sheehan, and Joan Slanina, Community members; Josh Czerniak of FGM; Mary Haley, League of Women Voters.

Dr. Moore invited those in attendance to stay for the entire meeting to hear the work of the Board of Education and celebrate those being honored.

**Truth in Taxation Hearing**

At 7:31 p.m. Dr. Moore called this Public Hearing to order on Thursday, December 19, 2019 for the Oak Park and River Forest High School 2019 Tax Levy. Notice of this Public Hearing appeared in the Wednesday, December 11, 2019 edition of the Wednesday Journal newspaper. Dr. Moore called for written or oral comments.

Kevin Peppard, 715 Thomas, Oak Park, read the following statement: “I want to dissect last month’s levy discussion you had. Ralph Martire’s comments were spoken as if it were revealed truth from an authority on high – himself – and they were dead wrong. The rest of you were too polite to call him out, but politeness is not one of my virtues. The Increment in the TIFs was always taxed at the same rate as everyone

else, and that will continue to be true. It was just a question of where it went, and it went to the TIF Fund, not individual taxing bodies. He's head of the Center for Tax and Budget Accountability, and I shudder to think of what kind of analysis they produce. They're a shill group for public unions.

"His remark that accessing the now available TIF largesse is giving away and losing a one-time opportunity that will be lost forever was echoed by your CSBO Cindi Sidor. They were both dead wrong. The only lost opportunity is to get it *sub rosa*, without putting it to the voters. You can always get it back via an operating referendum. Any interim amount could be regained through a small bonding also by referendum. You just don't trust your voters, and they don't trust you, because of the behavior of this and past Boards.

"You were woefully unprepared for that discussion, and you should have had a several hour workshop on it, perhaps on the weekends. It was a once in several decades event, and you blew it off. When I hear members like Craig Iseli, normally a sane presence on this Board, speak of a fiduciary duty to delay a referendum, I cringe. You have been thinking it's your duty to maximize revenue, when you should realize that you shouldn't cut open the goose with the golden eggs. You have a duty to the people who pay for the schools also. By accumulating an outrageous surplus, and continuing to take the TIF largesse, you are engaging in a massive intergenerational transfer of funds. Then the drinking binge will end, and the hangover will be awful, when you finally come back to the voters.

"Iseli's strategy of avoiding a "hard landing" on that is exactly opposite to what works. John Phelan and I discussed that as early as July 2016. I will explain later.

"You can always adjust your levy downward early next year. Will you show the courage to re-examine your decision?"

Receiving no more oral or written comments, Dr. Moore closed the hearing at 7:49 p.m.

## **Employees and Students of the Month**

### **Teacher of the Month: Chris Meglan**

Chris is new to OPRF this year, and is a teacher in our TEAM program.

- TEAM helps prepare students with mild, moderate, and severe intellectual disabilities to live and work as independently as possible.
- Chris organized our first TEAM potluck Thanksgiving Feast as a culminating event for our Life Skills Course unit.
- This was a big undertaking. TEAM students focused on all aspects of planning an event, including cooking, shopping, cleaning, decorating, greeting guests, waiting tables, and serving drinks.
- The event turned out to be a huge hit, and the TEAM students were full of pride in being able to plan, and pull off, a party for more than 130 people, including their families, teachers, and staff.
- Chris also has launched an Employer of the Month award to honor businesses in our community who have hired, interned, or supported one of our TEAM students.
- Chris cares deeply about his students and gives so much of his time.

- A parent who nominated Chris wrote that she had learned so much just by sitting with Chris and his students at a soccer game and watching him interact with them.
- We look forward to seeing Chris's accomplishments in the years to come.

**Employee of the Month: Pat Gerwig**

- Pat goes above and beyond on a daily basis.
- She has worked tirelessly to assist all of our staff with last-minute projects, fix jams when they have been left from the night before or over the weekend, and she always has a smile.
- She can be running multiple machines with a room full of teachers, and she NEVER hesitates to patiently answer questions or provide assistance.
- There have been multiple times when I have been doing labor-intensive work in the duplicating room (such as individually feeding finicky pages into the copier feeder), and she will offer to do the task for me so that I can attend to other aspects of my job.
- She is always friendly and kind, and she never complains about the machines or people.
- She does everything with patience and a professional assistance.
- Staff are always made to feel that they matter and that their print job, no matter how large or small, is important.
- Pat is retiring this month, and we will truly miss her expertise, kindness, and helpful nature.

**Volunteer of the Month: Katrina Beck**

- Katrina has given her heart and soul to the OPRF Marching Huskies for nine years, volunteering as the lead parent.
- In this position she manages numerous committees and groups of volunteers to make the band program as successful as it is.
- She helps with uniforms, marching band football games, marching band competitions, marching band fundraising.
- Katrina has also supported our theatre program for many years.
- Recently she emailed Ms. Bayer, the director of our winter musical, "Newsies," to say that she will be responsible to get the word out to the local schools to get kids in the audience.
- Ms. Bayer said it is such a relief to have a parent who is willing to take over such a huge task.
- Mr. Svejda, our band director, said that what's even more important is how much she cares about our kids and this community.
- We will miss her expertise and assistance when her daughters graduate.

In addition, Dr. Moore stated that the Board of Education recognizes four true heroes of Oak Park and River Forest High School. On Nov. 22, during a swim unit in Mr. Campbell's physical education class, one of our students was in distress in the pool. He was unable to rescue himself. Unlike in the movies, drowning typically happen quietly and can go unnoticed. Mere seconds matter. Fortunately, the quick thinking and swift actions of several people saved the student's life. It is with profound gratitude that we honor the following Huskie heroes who rescued our student that day:

- Physical Education Teacher Kevin Campbell
- Teaching Assistant Lamar Linnear

- Student Will Martin
- Student Micah Nalls

They exemplified “Those Things That Are Best”.

Dr. Pruitt-Adams thanked on behalf of student population, staff, and administration thanked the heroic efforts of these people.

**Student Council**

Caroline Peavy reported that Student Council along with much of the school, has spent the last month focused on Adopt-A-Family. It was great to see how advisory periods, launch classes, and many more parts of the school got involved with this event. Students were excited to raise money and purchase goods to donate to these families and spread kindness during the holiday season. Student Council’s family was a family with two young children, their parents and their grandmother and Student Council really enjoyed shopping for them and wrapping up their gifts at the meeting. In addition, they created posters for the spirit assembly. Student Council did not walk in this assembly but we were happy to support the other clubs and activities at the school as winter season begins. Finally, finals are taking place this week. Many students are feeling the pressures of finals and student Council wanted to do something to support them through their finals. So they decide to hand out gum as many students like to chew gum during their study process. On Tuesday morning, upon student arrival they passed out gum and encouraged students to “stick to studying.” Student Council is excited to head into the second semester and being new tasks.

**FOIA Requests**

Ms. Kalmerton reported that one FOIA request had been received and one was resolved.

**Superintendent’s Announcement**

Dr. Pruitt-Adams made the following announcements:

Senior Roz Beile attended the recent UN Climate Change Conference in Madrid, where she participated in the youth leaders panel.

In national news, OPRF Debate team members David Griffith and Sam Shafiro are currently ranked the No. 18 team in the country.

More than 200 OPRF seniors have been named 2019-2020 Illinois State Scholars. Approximately the top ten% of high school seniors in the state qualify; however, OPRF consistently has about 20% of its seniors named as Scholars.

The Girls Swimming and Diving Team finished their season strong, with Alex Mitchell and Yasmin Ruff earning All-State Honors. Coach Mark Pappalardo secured another consecutive award as Sectional Coach of the Year.

The Varsity Robotics Team qualified for state at their first tournament of the year. Congratulations to Takuma Kawamura, Aaron Close, Justin Segawa, Annie Ren, and Jamal Sachleben.

Forty-two music students were chosen to participate in the Illinois Music Educators Association All District Senior Festival for Jazz, Choir, Orchestra and Band.

The Food Services department has been recognized by the Oak Park Environment and Energy Commission as being a valuable contributor to sustainability in the Village of Oak Park. Food Service changed the packaging of its “pizza kits” and salads, which has diverted 142 pounds of single-use plastic from the waste stream every week.

The Speech Team won the Give Back Challenge Award for the sixth year in a row at the District 211 Thanksgiving - Let's Give Back Tournament. The team collected close to 100 cans of food and donated \$95 cash.

The Shakespeare Slam Team competed in the regional bout and was voted the team "that most embodied the spirit of the slam," for how the Huskies supported and inspired the other teams.

Pulled from the Consent Agenda was Policy 2:20.

### **Public Comments**

Amanda Massie ready the following statement: Good evening, My name is Amanda Massie. Tonight, I am reading this comment on behalf of Kitty Conklin because she is at the Park District Board meeting. On November 24, an online petition began circulating in Oak Park that reads:

“Oak Park’s elected government leaders find themselves in a rare moment – they can provide real tax relief without making any service cuts. This painless possibility is because of the new revenue that will be created by the expiration of two TIF districts in the community.

“However, every single taxing body except the village has either blown this opportunity -- or appears to be headed on that path, with some dramatically increasing their budgets on a year-over-year basis by as much as nearly 10%.

“Boards are moving to “capture” the newly freed TIF funds and pad their budgets to fund projects that are future wants, rather than actual needs. And once those budgets are increased, as we know, there is no turning back—this new figure establishes a new baseline for future levies and an ever-rising burden to taxpayers.

“As Oak Park taxpayers, we must urge our elected officials to be faithful and responsible stewards of OUR money. Be true to the spirit behind TIFs: to rejuvenate blighted areas for the benefit of the entire community, including the benefit of distributing the tax burden across a wider base.

“The TIF funds are not being taken because there is a need; they are being taken because they CAN be taken, and the taxing bodies are hoping taxpayers won't notice. Our leaders were elected to do the right thing, not merely what is legal.

“Today, 25 days later, 1487 people have signed onto this petition, indicating their support in asking your board to provide property tax relief. Please listen and act! Thank you. Kitty”

Kara Keller made the following statement and distributed a handout. “Good Evening. My name is Kara Keller. I live in River Forest and have been a top performing Realtor in Oak Park & River Forest markets since 2004. I’m mom to an OPRF sophomore and a 7th

grader at Roosevelt. I'm also stepmom to 3 OPRF graduates. As a 15-year veteran of our local real estate market, I'd like to share some current statistics and trends impacting the housing market in general and Oak Park, in particular.

“As reported in a recent Crain’s Chicago Business article, closed home sales in Oak Park were down 22% for the first half of 2019. According to MRED, the Chicago area real estate listing service and the source for the Crain’s article, the length of time to sell a home in Oak Park is up 38% and is now over 100 days. And, the average price per square foot is down 7% in 2019. This the first time Oak Park has seen a significant drop in price per square foot since 2012.

“In a recent informal Facebook poll, residents were asked why they chose Oak Park. The common thread among the answers was diversity, proximity to both city and suburbs with public transportation options and good public schools. Today, there are 7 primary threats at play that are contributing to this weak housing market. These primary threats are having the impact of less diversity of all types, increased vacancies, and reduced property values.

“In my opinion, the situation at play today is much different than the Great Recession of 2007 to 2009. Then, citizens across the entire Nation, our corporations, financial institutions, and global investors were all rocked with instability. It was a nation-wide challenge and the entire Country was focused on identifying the causes of the instability and we came together as a Nation to develop solutions to correct it.

“Here we are now in 2019 in Oak Park, IL with the following set of threats impacting our local economy and our real estate market, with no clear plans or solutions in place:

1. The state of Illinois has the second highest property taxes in the USA.
2. Less buyers are buying and when they are, Oak Park is being purposely overlooked because of high property taxes and older housing stock that requires work and investments.
3. More people are leaving IL vs coming to IL, this factors in births, deaths, etc. Illinois is 49th out of the nation’s 50 states on net migration loss.
4. The two Oak Park middle schools, Brooks and Julian, have declined in ranking and reviews on the primary source for homebuyers to evaluate school districts – it’s called GreatSchools.com. This national website has a direct link to Zillow.com through a “homes for sale” link that’s accessible on each school’s profile. All schools and districts have the opportunity to monitor that information and provide context and profile data. It’s called “Claiming” and presently these two middles schools are unclaimed by the District.
5. The Federal Tax deduction cap is now at \$10,000. Homeowners whose property taxes are greater than \$10,000 are being hit hard.
6. The underfunded pensions for the State of IL, Cook County, Village of Oak Park, D97, D200, et al continue to strain all taxpayers. The State alone is around \$137 billion and when you add in all of the organizations in the state, it’s predicted to be over well over \$200 Billion
7. Multiple referendums have been passed in recent years in Oak Park and they have a cumulative impact on the property taxes to fund those initiatives.

“These primary threats are complicated because they have many different sources and participants. Not all are within Oak Park’s control. But, it is important to understand the full scope, so the spending practices that can be controlled by the governments in Oak

Park are all evaluated with these threats in mind. Oak Park still claims to want to be a community that is diverse, has a history of superb architecture, good schools and green minded living; I ask you, can it continue to be with these factors at play? Thank you.”

Marty Bernstein offered his condolences to District 200 on its loss of a former teacher a dean. His take on the TIF and Levy were that people who serve as board members give up huge amounts of their life because they believe in what they are doing and they think they can make a difference. That is wonderful. At the same token, they could lose sight of what their job is, which is to take care of the citizens that are paying for everything they do for the schools. People are suffering financial harm in this town because of taxes. No one moved to Oak Park because of low taxes and no one should have to move out of Oak Park because of taxes. He suggested thinking and considering the median income in Oak Park, which is \$87,000. Half of the residents are above that mark and half are below. He asked the Board of Education members to determine a budget at \$87,000 and decide what they would give up if they only made \$87,000 and how taxes would affect their budgets.

Patti Flannery came from a family of eight using one bathroom. She learned how to share and make things worked. All of her life she had voted yes to all school referendums. Her children went to Oak Park schools from kindergarten to fifth grade and then to St. Giles for middle school because of bullying. They attended OPRFHS. Her daughter got straight A's in a war zone but her son did not. Students need to be treated differently. She had trusted the education system and had not paid attention but now that she has done due diligence saw something different. The board is to represent the village and the school. She FOIA'd the report that the consultant had completed for District 97 as its rationale for taking all of the TIF money was full of holes. She noted that if she had presented such a report to her boss, she would have been thrown out of the office. District 97 had no contract with the consultant for this report. She was startled that someone who was doing a report on \$5.2 million had no contract. Who is liable if the numbers are wrong? She then discovered that the same consultant has a contract worked with OPRFHS. This consultant has no website, no telephone number and his name is not on the report. Who does that? He has been part of the superintendent roundtable who was responsible for bringing millions of dollars to schools.

Joan Salina asked the board of Education to reconsider and not take their portion of the TIF. All taxing bodies are taking those and at the current rate, it is causing taxpayers to leave Oak Park. As a retired person, she had to save \$1000 per month to pay taxes. Her father has a two-flat which she has rented the second floor to families who come from China to work but this year was the first year they were not coming here because they said the schools were not good enough. Seniors and lower economic groups are being taxed out of the village. She asked for relief, as that was the Board of Education's job. Just because the Board can take this money, does not mean that it should take this money.

Monica Sheehan read the following statement. “Good evening, I'm Monica Sheehan, Oak Park. I'm here tonight to speak on a few related issues. First, agenda item (8. F. 1) Board Member Conflict of Interest: As you complete the first reading, I respectfully request 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 leader 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 such conflict of interest, as evidenced by the recent Paul Noble Secret Retirement Deal. It will cost D200 taxpayers approximately

\$100,000 in the short-term and will cost all Illinois taxpayers potentially hundreds of thousands of dollars in the long-run. The vote was not in the best interest of taxpayers.

“Four weeks ago tonight, I made a public comment that brought to light the August 22<sup>nd</sup> Secret Deal that four D200 Board members granted to English teacher Paul Noble. Jackie Moore, Sara Spivy, Ralph Martire and Gina Harris voted to overturn a 2017 D200 Board ruling. It had rejected Paul Noble’s request to rescind his 2013 irrevocable letter to retire early in 2020.

“The reason for the affirmative vote this time around is that this new Board is overwhelmingly weighted with teacher union interests, and conflict of interest issues cloud this vote. Board member Gina Harris is a paid IEA leader, and Ralph Martire receives significant money from teachers’ unions. Ethically, they should have recused themselves from this vote and should recuse themselves from voting on any other union issue.

“Second, and relatedly, I respectfully request an email response from the board addressing the lack of transparency surrounding this controversial secret vote, which, along with its memo are only public knowledge due to a FOIA request.

“The item (7.F) was buried in the consent agenda, and its memo was and remains unlinked in the agenda nearly four months later. Even though it was pulled from the consent agenda, the board president did not discuss the item when it came up for a vote. In fact, there was no discussion of the memo or its ramifications prior to its split vote.

“Third, I also request an email response from the board regarding its current policy on pension spiking AND the board’s justification for continuing the practice. Why are you spiking six-figure salaries? D97’s pension spiking policy sunsets in 2020. Thank you.”

Kevin Peppard referred to the operation referendum in 2002. He continued that he would bring up the pool issue every time until it is discussed in open session. Mr. Baron had asked for a discussion about this as to how much aquatics is needed to determine the pool capacity. The school has a fiduciary responsibility to the taxpayers.

Mr. Peppard continued that the District had spent \$19,000 per year for company to use to make a financial model. He asked why the District could not design its own in EXCEL. Also, the person who sells this product is Steve Miller and he sits on the Community Finance Committee.

Mr. Peppard spoke of his intent to submit a FOIA requesting detailed achievement records in a form that would not violate confidentiality.

## Consent Items

Dr. Moore moved to approve the following Consent Items:

- A. Check Disbursements and Financial Resolutions dated December 19, 2019
- B. Monthly Treasurer’s Report
- C. Acceptance of Audit Report
- D. Valor Technologies Abatement Contract for 2020 Capital Improvement Projects



- E. Personnel Recommendations including New Hires, Stipend Positions, Transfers, Resignations, Release
- F. Policies for First Reading
  - 1. 220, Powers and Duties of the Board of Education; Indemnification
  - 2. 2100, Board Member Conflict of Interest
  - 3. 2110, Qualifications, Term, and Duties of Board Officers
  - 5. 2230, Public Participation at Board of Education Meetings and Petitions to the Board
  - 6. 4150, Facility Management and Building Programs
  - 7. 5120, Employee Ethics; Conduct; and Conflict of Interest
  - 8. 550, Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition
  - 9. Policy, 830, Visitors to and Conduct on School Property
- G. Open and Closed Minutes of November 21 and December 10, and a declaration that the closed session audio tapes of May 2018 shall be destroyed

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

**Policy 220, Powers & Duties of the Board of Education: Indemnification**

Dr. Moore moved to approve Policy 2:20, Powers and Duties of the Board of Education; Indemnification, for first reading; seconded by Ms. Dixon Spivy. A voice vote resulted in Motion carried.

Mr. Martire noted that some transitional language needed to be added.

**Racial Equity Policy Procedures Update**

Dr. Levar Ammons stated that the Racial Equity Policy mandates developing administrative procedures to ensure full implementation of the policy. Administration created a timeline and process for developing and implementing these administrative procedures. The policy comprises 12 sections, listed below, and detailed procedures and metrics are to be developed for each of these sections:

- Accountability and Monitoring: Methods of accountability and metrics to be reported to the BOE and community.
  - Equity Analysis: Use of Racial Equity Impact Tool to mitigate the risk of racial inequity and implicit bias.
  - Equitable Practices, Procedures, and Programs: Review process that considers over/underrepresentation of any groups based on race.
  - Resource Allocation: Flexibility to differentiate resource allocation on the basis of student need
  - Stakeholder and Community Engagement: Intentional, targeted outreach to parents and community partners to foster a culture of warmth and belonging.
  - Diverse Workplace Initiatives: Plan to recruit, employ, support, retain and develop a racially and linguistically diverse school community.
  - Professional Development: Plan to provide development to strengthen employees' knowledge and skills of strategies to eliminate bias and disparities in student achievement and hiring practice.
  - Welcoming School Environment: Plan to offer a welcoming, emotionally supportive, and inclusive culture within the institution.
  - Discipline Disparities: Provide alternatives to punitive discipline, including a focus on SEL and utilizing restorative lens. Strategic Plan: Priority 1
- Racial Equity Board Goals: 1 District Policy: 7:10 7:12

- Culturally Responsive and Relevant Teaching and Learning: Take consideration of classroom materials, assessments, and teaching that reflect diversity across the spectrum of social constructs.
- Equity Leadership and Infrastructure: Plan for funding and implementing activities to further the goals of this policy, including necessary leadership and infrastructure.
- Racial Incident Protocol: Outline the process for the school community to file complaints regarding alleged incident of discrimination.

This presentation provided an update on the progress of the procedure development for Racial Equity Policy 7:12 in the areas of Equity Analysis, Stakeholder and Community Engagement, Diverse Workplace Initiatives, Welcoming School Environment, Culturally Responsive and Relevant Teaching and Learning, and Racial Incident Protocol. In each of the above categories, readers could click on the procedures to be used to achieve these goals. Dr. Ammons noted that while there is a sense of urgency to move the needle toward racial equity, it will take time as the scope of the procedures is deep and broad.

Dr. Ammons is continuing to collect information relative to data points, the cost, etc. of doing an equity audit. He is meeting with West 40's equity coordinator, Corey Wallace, who conducted an audit for Evanston Township High School and others. Districts 90, 97, and 200 are discussing a cross-district equity audit in an effort to provide common language and mitigate the cost of the audit. As such, conversations are occurring with D90 and D97. The goal of the racial equity impact assessment is to mitigate implicit disparities. The Equity Policy language will delineate the intent of the procedures. How are stakeholders being involved? What barriers exist in making decisions that are more equitable? How can those barriers be addressed?

Stakeholder and Community Engagement includes targeted outreach to community partners and families. The procedure includes language and defines stakeholder and community engagement. For each will have a racial inequity analysis and this will be used to implement the policies. Latonia Jackson, the outreach coordinator, will continue to reach out to the community with the goal of increasing the racial consciousness.

The Diverse workplace Initiatives include continuing to recruit, mentorship, and identification and analysis for employee turnover. The talent management plan will highlight nuances. The procedures will continue to use the racial equity tool to be mindful of decision-making in the hiring practices.

Welcoming School Environment: The three components are 1) Culture of Warmth, 2) Campus Safety (how are staff, faculty and students treated) and 3) emotional support and safety. The MTSS is the first academic support, then SEL support with trauma informed, and restorative justice practices.

Culturally Responsive and Relevant Teaching and Learning - Curriculum Evaluation and Design Manual is about the selection of texts, curriculum design.

Racial Incident Protocol is what happens on campus. Protocols are being developed for how District personnel would report an incident of racial bias. A reporting form

will be accessible on the website. Students would contact a racial incident response manager.

Discussion ensued. Mr. Cofsky asked Dr. Ammons to speak to the assurance that there is the utmost consistency and then balance that with flexibility. Dr. Ammons stated that the curriculum evaluation and development and talent management plan/manuals have the specificity to enable people to make equitable decisions. Dr. Moore asked what his work would be in terms of procedures and the goal of the Strategic Plan to view the work through the racial equity lens. Dr. Ammons stated that the language would have to be outlined from this document to determine the process of having culturally responsible pedagogy. Professional development would be necessary.

When asked if Board of Education members could preview the equity tool to understand what the output would look like, Dr. Ammons stated that Portland uses Race Forward as its tool. Dr. Pruitt-Adams noted that the word “tool” was misleading, as it is not a specific document. It is about the questions that are asked. Several members asked to see some example scenarios, i.e., what has been done in general, what has been done specifically in education, etc., and how will it be done differently per these policies. Common themes would be helpful, as well as diverse examples were welcome.

Dr. Ammons spoke to using the Portland tool for professional development with the questions available at all meetings. The Boston schools are required to utilize the tool at least 2 times a year, i.e., curriculum development, policy and procedure, and a review by their office of equity. One member asked how documents would be reviewed and what would happen to them. Another member asked how the racial equity lens would be used? How often will it be used? How will it be monitored? Dr. Ammons responded that the Boston schools trained their leadership and division heads to make assessments on the decision-making process. That data could then be assessed to see what gains are being made in curriculum, etc.

One member hoped to see some level of accountability and outcome. What outcome would there be for each area as they move through that process? As the tool is being used and pedagogy is being analyzed and identified, where does one transition to research and evidence shown to be used that actually works? Is Dr. Ammons working with staff and faculty? Dr. Ammons responded that there are administrative and community stakeholder working groups (students/faculty/community) to flesh out the wording of the procedures. Next semester more teacher and student input will be garnered. Individuals, outside of faculty, are coming forward to help with this process as well.

Ms. Harris asked what procedures would be in place for the Talent Management Plan and mentoring opportunities to diverse employees, as part of retention. Dr. Ammons responded that the District has a mentoring program. Currently there is a Black Leadership Advisory Council. Having an offsite mentoring program that would service multiple institutions is another idea.

One member observed that the procedures could highly affect current procedures. How will one make sure procedures are not being duplicated? Dr. Ammons stated that it is a matter of cross-referencing policies and procedures. First, the policy will

be brought forth to Faculty Senate as a communication piece. Mr. Iseli thought of changing existing policies rather than writing an equity policy and getting stakeholders involved in changing existing procedures. The Talent Management Plan could be rewritten rather than overlaid, etc. Dr. Pruitt-Adams saw the racial equity audit as a way to enhance rather than duplicate. As the District moves forward with the Talent Management Plan, it can be tweaked through the equity lens versus starting something new.

Dr. Ammons noted that the audit will start next year but the equity analysis will start next semester. Additional questions ensued. What do the things on the list mean? Is there more documentation? How will it be known what it is working? What is the committee doing? Dr. Pruitt-Adams that an update will be provided to the Board of Education in February. Dr. Moore asked that the update include specificity and details because of the sense of urgency. Dr. Pruitt-Adams also noted that this would be reviewed by the Climate, Culture and Behavior Committee.

**Board of Education  
Goals Update  
Framework and  
Metrics**

Board Goal 2, Monitor Implementation of Racial Equity Policy 7:12, states that the Board will develop an accountability framework of measurable outcomes guided by the Implementation, Accountability, and Monitoring section of Racial Equity Policy 7:12 to measure outcomes such as eliminating statistically meaningful correlation between race and academic performance and eliminating systemic barriers to equity and access that disproportionately affect students of color. Discussion ensued.

Dr. Moore felt there was a lack of direction for the Board of Education. Mr. Martire stated that the Board of Education should settle on incremental goals, the outcomes that are sought and work backwards from that, and then create a timeline for the administration to report on the gains. Dr. Moore felt that the Board of Education was allowing the administration to do this work so that the Board of Education could talk about something. The District has to be able to inform the Board of Education or otherwise the Board is doing the guiding of the process. She was frustrated because while recommendations have been made through CCB and other places, she felt the targets being talked about would have had more procedural metrics to get to the outcomes. To Mr. Martire's point, there are broader outcomes and she asked for more information. She asked if the Board could delineate the CCB outcomes in terms of the timeline piece. Mr. Martire replied yes. The administration would be in charge of the implementation, i.e., putting the lens in the procedures, the expected outcomes, and that administration would report on what it would take to get to the outcome. An example would be changes in the discipline report, i.e., a reduction of "X" percent within the 24 months. If the implementation is not having the expected outcome, perhaps the goal would need to be changed. Measurable periods of time are needed. Dr. Moore stated that the Strategic Plan already reflects the outcomes. This discussion is specific to the racial equity policy. In terms of cultural pedagogy, the environment, etc., the Board of Education is setting the goals, and she needed more information beyond what was presented.

Mr. Iseli stated that the policy is a framework. He asked specifically what Dr. Moore was seeking. She responded that the gender equity procedures had expectations in terms of timeline and impact. With regard to the racial equity policy, she was thinking about the broad implementation of looking at this through

the racial equity lens and the levels of stakeholders. Should something be said about discipline? She hoped that the direction that the Board of Education will give in terms of outcomes and metrics has to do with having multiple languages for the community. This discussion is about pedagogy and not just the instructional materials. What can be expected of curriculum and instruction? How will one be able to identify the class being taught? Would a book about T. Morrison have the same impact as Jane Austin? Will students have the same types of conversations? Dr. Pruitt-Adams felt like this was two conversations – 1) the policy and 2) the procedure. If the Board of Education has a vision for such things as the CCB recommendations, an increase in student attendance, etc., they can be tied to the Strategic Plan. The administration is using the same process that was used with the transgender procedures, but this policy has 12 components and each will look different based on what the section of the policy says it should address. The administration has heard that it needs more of a breakdown. She asked the Board of Education to think about procedures as being ongoing and never ending. The Board of Education can say this is what it wants because the Board of Education's goal speaks to the policy, not the procedures. If the Board wants something, etc., by a certain time, then the role of the administration should be to report out as to where it is with specific benchmarks at designated times. That framework is being developed at this time and next year the administration will move forward to accomplish it. Some procedures have some metrics and the administration will show progress and evidence. Qualitative and quantitative data will be provided. Thus, two discussions. One aspect is the procedures and the other is the overarching equity metric benchmarks to be accomplished as a District. Mr. Martire stated that the Board of Education should set broader goals, establish time periods. Then the administration is in control of the procedures and reporting to the Board of Education. A procedure should go forever, unless it should not. An additional monitoring piece is needed to see if implementation is working. Dr. Pruitt-Adams asked for the broader goal.

Mr. Iseli stated from the Board of Education's standpoint, it has outcome metrics and what it wants is to progress on those metrics and to see evidence of that. The Racial Equity Policy has process metrics and they can be monitored, but there are hundreds of them. He questioned whether that was the Board of Education's role. Where are the process metrics? Dr. Moore stated that in terms of the Racial Equity Policy, there are a myriad of things to monitor, but at this point they are amorphous and thus hard to hone in on. She expected to be able to say for this year here is what will be targeted, how it will be identified, and the timeline. Mr. Iseli would say to the administration to tell the Board of Education what the process metrics are in order to see if something is working. Dr. Pruitt-Adams noted that some of that was being included in a column on the spreadsheet. She heard the Board of Education say that "X" is where it wants to be five years. Ms. Harris asked if the Board of Education is to monitor the policy, when will the procedures be in place in order to see outcomes. Is the entire year being spent reviewing the procedures? Dr. Pruitt-Adams had presented a timeline in August that showed the procedures being developed throughout this year. The racial incident protocol will be in place ASAP. Developing the sex equity policy took a year to flush out where it could be implemented and to see some change. For this policy, more deliberation is needed and more questions need to be asked. While more information than just the six elements of the policy could have been addressed at this meeting, the administration felt that more work still needed to be completed before it came to the

Board of Education. The Student Code of Conduct is being revamped this year and it will come forward later. Ms. Harris stated that students are still having experiences that are in contrast to what is desired. How will the policy affect those experiences and impact the students? Dr. Pruitt-Adams gave the example of using Restorative Justice Practices. Every incident is looked at more critically to ensure that some restorative work is being done. Ms. Harris asked how the information would get to the Board of Education for monitoring. Dr. Pruitt-Adams agreed that the administration needed to be more deliberate in reporting to the Board of Education. She continued that the first section about accountability and monitoring spoke to the Strategic Plan and the accountability framework developed. She suggested more frequent. Mr. Martire noted that it was the Board of Education’s responsibility to set times and outcomes via a discussion and then vote on the timeline. Dr. Pruitt-Adams noted that this would be a perfect roadmap for the Strategic Plan as racial equity is number one, as every component in the procedures impacts at least one priority in the Strategic Plan. The Workplace is tied to Goal 3, Transformational Leadership, and has a PD piece. Each of the sections requires PD. It overlaps with many of the goals.

Dr. Moore suggested the starting place is the CCB recommendations and the discussion in January that would include dates. She stated that a more defined set of outcomes is needed with a timeline to inform some of the work. She also asked that the six procedures be prioritized at the COW meeting. Mr. Iseli stated that the logical thing is when each is finished and implemented--that is the timeline. What metrics will be used to monitor? It was noted that the Culture, Climate and Behavior Committee was the next level of monitoring.

**Adoption of Levy**

Dr. Moore moved to adopt the 2019 Levy as presented; seconded by Mr. Iseli. Discussion ensued.

This levy would capture the full growth allowed under the Property Tax Extension Limitation Law (PTELL), which for this 2019 tax levy represents a 1.9% increase in tax dollars, two expiring TIFs, plus a nominal increase for taxable new property in the District. The \$1.7 million abatement was a separate agenda item presented at this meeting, which will reduce the extension from 7.75% to 5.04%. The following is the recommended tax levy. The total tax levy request is \$73,162,733, which represents an increase of 7.75% versus the 2018 tax extension of \$67,902,244. The administration is projecting the total new taxable property to be \$3.3 million. This would generate an additional tax revenue of approximately \$350,000.

	2018 Extension	2019 Tentative Levy
IMRF Fund	\$ 1,200,000	\$ 1,200,000
Social Security Fund	1,250,000	1,250,000
Liability Insurance Fund	0	0
Transportation Fund	940,000	950,000
Education Fund	48,946,000	55,487,733
Building Fund	11,866,244	12,500,000
Working Cash Fund	900,000	925,000
Life Safety Fund	2,000,000	0
Special Ed Fund	800,000	850,000
Total	\$67,902,244	\$73,162,733

Dr. Moore noted that there is more than one taxing body and what OPRFHS does is based on school law, which is different from the laws of other taxing bodies. However, OPRFHS is just one member. In the state of Montana, they delineate each taxing body and how the money is spent. Taking this money is about needs, not wants, and the Board of Education has already provided tax relief to the taxpayers.

Mr. Cofsky noted that the taxes are high and the fund balance is high and there has been a concerted effort to provide tax relief to right size the fund balance while protecting the community assets. It requires adjustment because things change and it is not a willy-nilly process. In 2013, the FAC set forward a path and the first action taken by the Board of Education at that time was a \$10 million, one-time abatement as well as a one-time \$2.5 million debt service abatement. Moreover, no CPI was taken because of a look-back provision. In addition, CPI was not taken (which amounted to \$12.5 million in tax relief).

The following year, the givebacks amounted to \$25 million. Because of the law, the District went back to 2012 and still abated \$2.5 in debt service. The key point is that up to 2012, the philosophy was to take the max. Since 2012, the Board has said it could not do that. In 2015, the abatement of debt service equaled \$2.5M. In 2017, the District forego a CPI increase of 2.1% plus other abatements that was a permanent tax reduction. Thus, the \$2.5 million materialized to \$11M. Last year, the District abated back \$5.8 million. Thus, in the last six years, the District is still sound and the Board continues to take action and has reduced the tax by \$1.7 million which will equate to \$10 million in tax relief. The other historical perspective is that the impact in 2018 was lower than the taxing impact in 2012. That does not mean they are low; however, it is just that is what this Board of Education has done. Mr. Cofsky, personally, believe in tax relief and he has one more year to provide tax relief. The District needs to address spending, spending, and spending.

Mr. Iseli stated that the Board of Education has been managing revenues to keep them flat. The abatement puts the District in deficit spending and the District needs to get its expenses under control or large deficits will be created that will put the District in a difficult referendum situation.

Dr. Moore stated that the goal is to be good stewards and to maintain the Board of Education's obligation to the District and the taxpayers. The members took the oath and understand what that means and, hopefully, this will be clearly articulated from the facts presented this evening.

Mr. Baron appreciated Mr. Cofsky's comments and both his and Dr. Moore's responsiveness. The concerns tonight are real and valid and what the Board of Education is doing is addressing the concerns well, but not as well as he would like. Last month he advocated for a deeper relief and he was amazed at the state's response regarding the Property Tax Relief Grant "If it is too good to be true, it is." The abatement is ethical. He will vote no on the levy. This was his final remarks, unless someone would consider further relief. "Tax to the max" was the philosophy previously and that is what the Board of Education is now fighting. When he hears phrases such as "leaving money on the table, etc.," he wanted it remembered that this is a shared entity and it is not just the Board of Education. There is a slight

difference in the philosophy as to how deep to go. Dr. Moore stated that District 200 could only do what it can do. Six taxing bodies exist, but there is only one pocket is what the District needs to communicate. This Board of Education has no control but it is doing its part and it has been since she has been on this Board. The Board will not be everyone happy. She felt that conflating this work with others gets murky and she appreciated the clarification made today.

A roll call votes resulted in six ayes and one nay. Mr. Baron voted nay. Motion carried.

**Property Tax Relief Abatement Resolution** Dr. Moore moved to approve the Resolution Authorizing the Abatement of a Portion of the Aggregate Tax Levy for the Year 2019 for Oak Park and River Forest High School District 200; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

The Board of Education approved to abate \$1,704,123, which is the difference between what the \$5,803,938 abatement and payments from FY18 and FY19 of \$7,508,061 for the Property Tax Relief Grant. The District fulfilled the requirements of the grant by abating \$5,803,938 and according to the State is no longer obligated to do any further abatements. The Board of Education voted to give the Relief to the taxpayers by abating an additional \$1,704,123 for the 2019 levy.

	<u>2019 Tentative Levy</u>	<u>2019 Abatement</u>
IMRF Fund	\$ 1,200,000	\$ 1,200,000
Social Security Fund	\$ 1,250,000	1,250,000
Liability Insurance Fund	0	0
Transportation Fund	950,000	950,000
Education Fund	55,487,733	53,783,610
Building Fund	12,500,000	12,500,000
Working Cash Fund	925,000	925,000
Life Safety Fund	0	0
Special Ed Fund	850,000	850,000
Total	\$73,162,733	\$71,458,610

**School Calendar for 2020-21 and 2021-22** Dr. Moore moved to approve the school calendars for the 2020-2021 and 2021-2022 school years; seconded by Ms. Harris. Voice vote resulted in motion carried.

The key dates for the 2020-2021 school year are:

- August 14, 2020 – Freshman Attendance Day
- August 17, 2020 – First Student Attendance Day
- December 21, 2020 – January 1, 2021 – Winter Break
- March 26, 2021 – April 2, 2021 – Spring Break
- May 27, 2021 – Last Day of Student Attendance (if no emergency days are used)

The key dates for the 2021-2022 school year are:

- August 13, 2021 – Freshman Attendance Day
- August 16, 2021 – First Student Attendance Day
- December 20-31, 2021 – Winter Break
- March 28, 2022 – April 1, 2022 – Spring Break



May 26, 2022 – Last Day of Student Attendance (if no emergency days are used)

**Bid-Awards 2020 Capital Improvements** Dr. Moore moved to providing funding of \$4,583,062 for the 2020 Summer Capital Improvements to Pepper Construction for disbursement to the lowest qualified bidders; seconded by Mr. Baron.

The scope for the 2020 Summer Capital Improvement work consists of:

- Electrical panel & feeder replacement
- Testing of 12kV electrical switchgear
- VOIP phone system
- Auditorium lighting controls replacement
- AHU-A1 replacement
- Transformer vault repairs
- Roofing replacement Masonry repairs
- 4th fl. RTU replacement
- 1W gym ceiling and lighting work

Mr. Carioscio reported the bids for the scope of work came in at \$4.6 million, approximately \$500,000 over budgeted amount. The reason for the variance is the discovery of the extremely poor condition of the roof, necessitating significantly more work than was originally anticipated. While Huskie Pups is listed as a placeholder in the bids, no action was being taken on this at this time. It will come forward to the Board of Education next month. Discussion ensued.

One member noted that in giving a historical look back, the District was \$800,000 underspent. The reason for this was low pricing. The Board also asked to have a long-term, large picture, rolling plan (10 years) to see the journey in making a 100-year old building modern. Mr. Carioscio stated that most of the work is done in the summer. Therefore, what happens every year is that when there is an overage in scope and money, items are pushed out further. The current 10-year plan to be executive in 10 years, is five to six years into the plan. Next month the Board of Education will receive a view of what is lined up for future years. A Board member noted that unscheduled things do occur and it is important to be transparent about them.

A roll call vote resulted in all years. Motion carried.

**District Reports** Internal and external liaison reports were embedded in the agenda.

**Future Agenda Items** Rolling, larger picture, long-term facilities plan.

**Adjournment** At 10:07 p.m. on December 19, 2019, Mr. Martire moved to adjourn the regular Board of Education meeting; seconded by Ms. Harris. A voice vote resulted in motion carried.

Dr. Jackie Moore  
President

Craig Iseli  
Secretary