

January 23, 2020

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, January 23, 2020, in the Board Room of the OPRFHS.

Call to Order

President Moore called the meeting to order at 6:35 p.m. in the Board Room. A roll call indicated the following Board of Education members were present: Matt Baron, Thomas F. Cofsky, 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; Dr. Gwen Walker Qualls, Senior Director of Pupil Support Services; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:36 p.m. on Thursday, January 23, 2020, 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; The placement of individual students in special education programs and other matters relating to individual students 5 ILCS 120/2(c)(11) ; seconded by Ms. Dixon Spivy A roll call vote resulted in all ayes. Motion carried.

At 7:40 p.m., the Board of Education resumed the open session.

Joining the meeting were Christopher Thieme, Director of Technology; Michael Carioscio, Chief Operations Officer, Dr. LeVar Ammons, Executive Director of Equity and Student Success; Karin Sullivan, Executive Director of Communications and Community Relations; Jackey McGoey, Communications.

Visitors

Kirti Acharya, Jeff Bergmann, and Fred Preuss, Lavie Raven, Ellayne Watson, OPRFHS Faculty and Staff; Rebecca Barbato, Tina Francis-Blue, Shalema Francois-Blue, Cara Carmody, Naomi and Chloe Leach, Eileen Lynch, Ryhan Miller, Annette Oishi, Danny Roberts, community members; Mary Haley, League of Women Voters, Josh Warriner of FGM.

Employees and Students of the Month

Faculty: Ellayne Watson

- Ellayne was chosen for being an extraordinary teacher who is a role model.
- She is dedicated and passionate not just about math and but also about how her students learn and how they fail, so she can assist them to be better students and all around good people.
- Ellayne takes time to meet with students during her planning time and lunch to make sure her students are understanding the concepts, not just taking retakes to get better grades, but to promote a growth mindset.
- The parent who nominated Ellayne wrote, “She helped our boys be advocates for themselves; something that they have been working on for years. She is the first teacher they have felt truly comfortable with and for this I am so thankful because my sons are finally taking steps on their own

accord to meet with her and seek assistance in concepts they don't understand.”

- The parent went on to say, “She has faith in my sons and won't them fail without trying and learning from their mistakes. More important than my opinion is my boys who tell me that Ms. Watson is their favorite teacher. That says a whole lot coming from fifteen year olds.”

Employee: Kirti Acharya

- The parent who nominated Kirti describes her as “a remarkable person with whom to interact.”
- She went on to say, “I am required to call the attendance office far more frequently than I would like, and most often my call is answered by the most delightful, friendly and supportive voice of Kirti! Despite her long tenure with the district, she is fresh and excited with each new day. Perhaps more remarkable, despite working with teens all day, she appears to maintain respect and genuine affection for them (and their parents who may not always present as particularly affectionate).”
- The parent concluded her nomination by saying that Kirti is “an asset to our school, our community and my world.”

Ms. Acharya spoke of her tenure in the high school starting in 2000 when she first began to volunteer at OPRFHS. Her two sons graduated from OPRFHS and she credited the District with her sons receiving an excellent education. She had worked for 18 hours part time and this year was the first year that she began to work full time at the school. She is very proud to be here and for her sons to have graduated from OPRFHS.

Volunteer: Annette Ouitche

- Annette has been the uniform "lead" for Marching Band for the last three years, after serving four other years on the uniform team.
- Band teacher Anthony Svejda notes, “One of the best parts of my job is having the best parents who donate their time over and over. Annette Yokoo is one of the best. She has worked hours and hours on uniforms for our organization - mending, remending, washing, hanging, storing, ordering, and taking care of them for the past few years. Whenever we had a change, she was on it. She has helped make our group look like the classy organization that it is.”
- Annette also runs the APPLAUSE flower sale, and her name appears on every sign up where help is needed.
- She does all of this volunteer work with calm, positivity, wisdom, and deep caring for the students. She is amazing!

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:
For the second consecutive year, four seniors – which is the highest number in OPRF history -- have been named 2020 Posse Foundation Scholars and will receive full-tuition scholarships to several elite colleges and universities. Monica Bradford

will attend Denison University, Aaron Brown will attend Cornell University, Marissa Kuriakos will attend Oberlin College, and Justin Segawa will attend the University of Michigan.

Both Special Olympics basketball teams took first place in their divisions at the district tournament. The Huskies head to Illinois State University on March 13-15 for the state tournament.

OPRF Auditorium Manager and Theater teacher Teslen Sadowski was chosen as the Technical Director for the recent Illinois High School Theater Festival All State Production of Aida at Illinois State University. In addition, students Max Halle-Podell, Jules Marshal, Alessa Oltman, Jackson Smith, Lillian Hermann, and Loren Hymann also were selected to participate in the production that was performed for more than 5,000 theater students from across the state.

The Boys' Swim team was ranked No. 1 in the state after breaking the pool records in all three of their relays at Riverside Brookfield High School! Congrats to Will Raidt, Frank Tirone, Diego Pareja, and Ben Guerrero.

The #oprfs Robotics club won the first place overall award at a recent competition at Glenbrook South. They also won the excellence award and the judges award. These wins have qualified the team for state! Congrats to Zeno (Min) Chiang, Zephy Roe, Cory Yu, Kellan Billadeau, and Evan Dominguez.

The Math team hosted the North Suburban Math League Math Competition at #oprfs on Dec. 12. The event included six schools, multiple testing locations, and close to 200 math team students. Coaches from the competing schools commented throughout the evening on the well-run meet, the friendliness of the staff, the cleanliness of the building, and the delicious food in the hospitality room. Kudos to the Math Division!

Through the annual Holiday Food and Gift Basket and Adopt-A-Family programs, 101 local families received holiday gifts this year. Kudos to Outreach Coordinator Latonia Jackson for heading up the initiatives, and to Student Activities secretary Melody Brown, and students Mackenzie Jamieson, Maia Patterson, Kate Anderson, and Nick Fogg for helping with delivering gifts.

OPRFHS will host a wrestling tournament on January 28, 2020, at which girl wrestlers will compete.

Dr. Moore announced that the *Wednesday Journal* selected Dr. Pruitt-Adams as its "Villager of the Year" for both the villages of River Forest AND Oak Park.

Cara Carmody read the following statement. "Good evening Board members. I first want to thank you for your service and time to our children and community. I am here tonight to address the current cell phone policy at OPRFHS and to show support for all the efforts of the cell phone policy committee.

"I have a seventh grade daughter at Gwendolyn Brooks Middle School, a son who is a freshman at OPRF, and a fifth grade daughter at Lincoln Elementary School. I can't tell you how surreal it has been this school year having my son attend this high

school. I went to St. Luke School and started OPRF high school in 1990. It was here that I met my husband and many lifelong friends. This is why OPRF will always hold a special place in my heart and why I am dedicated to making it the best place it can be.

“As a mother and elementary education teacher, I can promise you that I know it truly takes a village to raise a child in this day and age. I am asking for your help in making OPRF the best high school and learning environment not just for my children, but for all children, especially the most needy and vulnerable. And as I can see those are the freshmen. They are entering OPRF with having to adapt to a large unknown school with new people, teachers, rules, and expectations. It seems unfair to ask those needy, vulnerable students to come from an environment where cell phones are away for the school day to one where they are allowed throughout the school day, not just in common areas, but in classrooms too.

“This sends a mixed message to students who because of their age are already at a disadvantage to understanding differing norms and unclear expectations. Therefore, it is highly important that we look at our current cell phone policy and try to change it for the coming school year so the incoming freshmen can adhere to the same rules and expectations on cell phones as they did in their middle schools` D97 and D90.

“There is tons and tons of research on the negative aspects of cell phones on the teenage brain and the results are staggering. Research as recent as this week show what cell phones do to students brains, mental health, and academic performance and this research is from Psychology Today and the American Academy of Pediatrics. I know the cell phone policy committee has collected tons of research of their own and data from our current student population. In their findings they reported students at OPRF admitted anonymously to using their cell phones mostly at lunch, advisory, and passing periods. During those times 647 admitted to recording fights during the school day on their phones, over 500 admitted to sending completed assignments to other students while in school, over 400 admitted to recording other students and teachers without their permission while in school and the date goes on.

“It is clear that cell phones have no place in schools. Not only are they distracting, they are harmful. We have the chance to do something great, to take a stand on cell phones, and help our students, especially our most vulnerable receive the best education possible. This may seem impossible, but Rome wasn't built in a day and barriers and rules will have to be broken down in order to be built back up again. I know the cell phone policy committee, along with many parents, and educators can come together to create a policy that takes cell phones out of the classroom and out of the school day. Now is the time, we need you.”

Eileen Lynch supported the comments of Ms. Carmody about cellphone usage. As a parent, she would support any restrictions regarding the use of cellphones that would allow teachers to focus on the task of teaching. The primary job of the teacher is to educate students. She was thrilled to hear that the middle schools have moved away from allowing cellphones in the schools.

Rebecca Barbado is a pediatrician at North Riverside. As a mother of three teenage girls, she feels strongly about the use of cellphones in schools, as the American

Academy of Pediatrics research shows that it is detrimental to children. She supported about her daughter's involvement with the freshman pilot project of putting the phone away during the day. Children can learn to exercise their muscles by doing other things rather than being on their phones.

Consent Agenda

Dr. Moore moved to approve the following consent items:

- A. [Check Disbursements and Financial Resolutions dated January 23, 2020](#)
- B. [Monthly Treasurer's Report](#)
- C. [Monthly Financials](#)
- D. [Transfer of Operations and Maintenance Fund to Capital Projects](#)
- E. [P-TAB Resolution Authorizing Intervention in Proceedings](#)
- F. [NIIPC Rollovers](#)
- G. [Commodity Foods RFP FY2021](#)
- H. [Commercial Foods RFP FY2021](#)
- I. [Contract with ZUM Services, Inc.](#) for Transportation Services
- J. [Gifts and Donations](#)
- K. Personnel Recommendations including New Hires, Retirements, Resignations and Stipends
- L. [Resolution Regarding Collective Liability Insurance Cooperative CLIC\)](#)
- M. [Policies for Second Reading and Action](#)
 - 1. [2100, Board Member Conflict of Interest](#)
 - 2. [2110, Qualifications, Term, and Duties of Board Officers](#)
 - 3. [220, Powers and Duties of the Board of Education; Indemnification](#)
 - 4. [2200, School Board Meeting Procedure](#)
 - 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](#)
- N. [Policies for First Reading](#)
 - 1. [Exhibit-270-E](#)
 - 2. [415, Identity Protection](#)
 - 3. [430, Revenue and Investments](#)
 - 4. [460, Purchases and Contracts](#)
 - 5. [480, Accounting and Audits](#)
 - 7. [5230, Maintaining Student Discipline](#)
 - 8. [5290, Employment Termination and Suspensions](#)
 - 9. [530, Hiring Process and Criteria](#)
 - 10. [5310, Compensatory Time-Off](#)
 - 11. [5330, Sick Days, Vacation, Holidays, and Leaves](#)
 - 12. [590, Abused and Neglected Child Reporting](#)
 - 13. [6:20, School Year Calendar and Day](#)
 - 14. [6150, Home and Hospital Instruction](#)
 - 15. [660, Curriculum Content](#)
 - 16. [6300, Graduation Requirement](#)
 - 17. [7150, Agency and Police Interviews](#)
 - 18. [720, Harassment of Students Prohibited](#)
 - 19. [7270, Administering Medicines to Students](#)

0. Open and Closed Minutes of [Revised May 25, 2017](#), December 5 and 19, 2019 and [January 14, 2020](#) and a declaration that the closed session audio tapes of June 2018 shall be destroyed

Dr. Pruitt-Adams noted that Dr. Gwendolyn Walker Qualls would retire at the conclusion of this school year. She then introduced Shalema Francois-Blue as her replacement beginning July 1, 2020. Ms. Francois-Blue stated that she was honored to be here and introduced her wife, Tina Swan Blue. Ms. Francois-Blue comes with an extensive level of experience in Special Education.

Youth and Action

Dr. Ammons introduced Rhyan Miller and Naomi Leach, former OPRFHS students, and Lavie Raven, teacher. Ms. Miller and Leach developed a racial equity curriculum whose goals included empowering students with language to have solution-based dialogue about racial equity as well as to develop race equity workshops that will be delivered to identified classrooms and co facilitated by students.

The Race Equity Course is meant to bring awareness to disengaged groups to drive that conversation about living in a race-based society. Conversations around race often onset unproductive psychological responses. The former students wanted to develop an opportunity to talk about race in modern terms. Teachers often were reluctant to have these conversations because they were afraid of being disrespectful. The students wanted to find a better way to coexist about race. This student-drive class is meant to be a safe space for the topics to be discussed. The course goals are to empower students with the language to have solution-based dialogue about racial equity, gender equity, etc.

Resources used in creating this course were: 1) a partnership with Chicago Freedom Schools who will provide four separate full-day trainings that focus on anti-oppression, understanding adultism, creating positive partnerships, or generating solutions in solidarity; as well as 2) additional trainings by Collaborative Action Research for Equity (CARE) and MATRIX training. Other resources include using the following:

Primary Text

- ▷ Teaching for Black Lives (D. Watson & J. Magopian)
- ▷ Becoming an Ally: Breaking the Cycle of Oppression in People (A. Bishop)

Project Based

- ▷ Rhythm and Resistance (L.Christensen)
- ▷ Reading Writing and Rising Up (L. Christensen)

Historical Background

- ▷ The Freedom Schools: Student Activist in the Mississippi Civil rights movement (D. Hale)

Mr. Raven will be connected with this class.

Potential workshops in April include:

- Students will develop and co-facilitate workshops with teachers
- Push-in to identified classes in the latter weeks of this semester
 - Identified Classes
- Youth and Social Justice (Mr. Pena)

- CP U.S History (Mr. Martin)
- AP Psychology (Ms. Jurka)

Future focus areas:

- a) Broaden recruitment to increase diversity in gender and cultural representation in the course. (i.e. there are presently no males registered)
- b) Potential push-in to the freshman level, rather than sophomore level
 - Need for earlier experiences and conversations
 - Stimulates interest for future recruitment
 - Correlates to present World Studies curriculum
- c) Involvement of all teachers in curriculum development. More teachers will write curriculum during the summer.

Board members were invited to observe the class. Ms. Dixon Spivy felt the presentation was great and thanked the students. She suggested that as they talked about going into freshman classes, that they talk with District 97 as well. The earlier interventions can start the better it is for all. Mr. Raven noted that he had already spoken with a teacher at middle school. Dr. Moore stated that these were amazing young ladies who had tenacity, drive, and perseverance. This had been Dr. Moore's vision since being on the Board of Education, and she thanked all of the adults who helped these students realize this dream. Mr. Raven was thankful for this opportunity and he expressed his gratitude for this journey. The transformative work is very special.

[Facilities Master Plan - Budget Update](#)

The projected expenses are \$3 million over budget, representing a 5.26% overage. With the built-in design and construction contingency, this number feels manageable. Work on the budget continues to assure it can be met, assuming that the budget is fixed, and management of the budget will entail modification of original Imagine scope. In this iteration of the budget, two alternates were listed: 1) South Cafeteria Server (not included in original Imagine scope) and 2) a reduction of classroom renovations (these can be added at another time) by 25%. These alternates are not included in the current budget. However, if the bids come in favorably, one or both of these alternates can be accepted.

The reasons for the variance are due to :

1. Original estimate* included 12% Design/Construction Contingency; Pepper Construction Company (PCC) estimate includes 15%.
2. Original estimate* of square footage varies from current design and PCC estimate.
3. Original estimate* included 50% new construction and 50% renovation for the South Cafeteria and Student Resource Center; Current Design and PCC Estimate include 100% new construction. After speaking with IMAGINE members and the architects, it is unclear as to why 50% of the work was considered renovation rather than new construction, which is calculated at a higher cost. It was speculated that there might be bad soils underneath the cafeteria that would have to be removed and had not been discussed. Because of the level of the work of IMAGINE, even if FGM was not the firm doing the work, unanticipated things may have arisen because of the age of the building.

4. Current Design/PCC Estimate includes a new 4-stop elevator, which was not included within the Original estimate*.

5. Current estimate includes significant mechanical, electrical and plumbing (MEP) work not considered in original estimate. The original estimate was less detailed in its design. Previously the square footage was estimated; now it is now more precise. The cafeteria is at the design development stage. The next step is the construction documents with less assumptions being made about it and the Student Resource Center (SRC). The SRC is relevant to the classroom budget. When asked how much of this will affect future phases, Mr. Carioscio stated that this budget and the Life Safety budget would be managed. Capital improvements are under the additional project subject, amounting to \$4 million for 4 years. If a big-ticket item unexpectedly occurs, some of the money earmarked for other things will be used to pay for it and those other things will be pushed out into the future. The District will manage to the scope of IMAGINE with the promised dollars. Dr. Pruitt-Adams acknowledged a gap always exists between giving cost estimates and the fine-tuning of the projections.

Dr. Moore acknowledged that the District did not have an infinite well of resources to use to maintain this old building. How can the District ensure that it is keeping to its priorities along with contingencies. The administration responded that the plan is to go into the same construction contingencies. However, the design phase will fluctuate. The administration is conversing about how to fund Phase 2. It still plans to come to the Board of Education in May with a funding plan, i.e. “X” percentage from capital campaign funds, \$20 million from the fund balance, as well as additional funding.

Mr. Iseli appreciated the hard work and the management of the committed budget. However, if too many things are delayed, when is there the realization that the \$32 million budgeted is insufficient? Mr. Baron concurred. Mr. Carioscio stated that the 10-year rolling plan is critical to that discussion and an overlay has been done. Already OPRFHS is behind in its regular Life Safety Plan, but the idea is to develop that, keep it fresh, and apply.

Mr. Cofsky stated that it was critical for him to be able to understand the decision-making process of determining which items fell in to the “need” category and which ones fell in to the “wants” category, as this was about priorities and spending.

**Board of Education
Book Read**

The Board of Education continued its discussion of the book *Excellence through Equity*. This was an opportunity to discuss Chapter 11, “Focusing on Equity Propelled Us From Good to Great: Abington School District’s Opportunity to Learn Initiative.” They also reviewed an article from the New York Times titled “Racism-African-Americans.” Dr. Moore stated that the book read was part of the Board of Education’s professional development (PD) and it was about modeling the conversation for a broader community. She first presented this book to the District prior to all the current administrative staff. Courageous leadership was a segway for her. The author talks about the pre work and what has happened. In 2003, a report was done by a consortium of researchers and community members that was headed by Dr. Carl Spight--“The Learning Performance Gap.” That is the blueprint. It gives the background, the interviews, the evidence-based practices, etc. She asked how this chapter resonated with the Board members.

Mr. Martire wanted to be involved in a successful equity initiative. He liked Abington because it put in place a proven framework for changing a system and OPRFHS is coalescing for support. Abington had measurable outcomes, evidence-based research, and it dealt with the concerns of the community. The Board of Education is in the process of setting the outcomes with the administration and the Board of Education is assuming its role of whatever happens that changes are research-based, they are working as intended, and good communication is occurring. It encapsulates all that is being done. The demographics of its community were similar to OPRFHS and their gaps that it dealt with and closed were similar to those at OPRFHS. PD is crucial to accomplishing this. The evidence-based funding is affected. The coefficient had to be .25, and PD jumps off the chart. PD will empower faculty to be part of the process. The article from the *New York Times* spoke to the perseverance of the negative feelings about African-Americans in society those others who are not African-American. It too reinforced the importance of PD. The hard work must be done.

Mr. Baron noted the insidious (unrealized) stream of bigotry. It expanded the initiative to grades 7 to 11. This community must do as much as possible to prep students before they come to the high school. He concurred with Mr. Martire. He noted that the statics were impressive.

Ms. Dixon Spivy was encouraged that the final report of Abington's task force is now what OPRFHS is doing and that heterogeneous classes were important as well.

Mr. Cofsky said this chapter felt like home as to what OPRFHS was doing, the demographics, and where the emphasis needs to be. Within two months of implementation, Abington increased the rigor of its curriculum. The emphasis on PD is there. Mr. Martire offered to get the current stats of Abington's program.

While Mr. Iseli felt it was nice to read an example that felt like home, he noted there were many examples of different viewpoints. One was a very clear commitment to this work and that failure was not an option. That is a culture change, driven by the administration, supported by the board, and acceptance by the community. OPRFHS needs to change the culture. Abington knew what worked and what did not work and it then changed things.

Dr. Moore reiterated that failure was not an option. The courageous leadership part and the ability to believe and know that failure is not an option, "One aspect of building internal capacity relates to developing one's ability to refrain or redefine the problem in order to solve it. It takes a deeper analysis of the learning community and highly skilled bias from leader or the leadership team. That is the component in looking at 2003 Learn Performance Gap report, the resources are there but are we being intentional about service all of the students and understanding that students who are successful will become more successful. There is no zero-sum game. The Tri-Equity Board has talked about data sharing. In addition, an elementary school has a 6th-grade team that developed a class for 5th-grade students on SEL learning, expectations, executive functioning, etc., which may be used as a pilot for all schools. They address how to open a locker, sit in the cafeteria, etc.? How to get to continuity and partner with the feeder districts. Partnering is necessary to extend the reach that is desired.

Abington's goals were specific about being career and college ready (increasing by 5%), its markers and what they was being called college prep. Are OPRFHS students in college prep classes ready for college? Curriculum mapping is happening and it is being revised. OPRFHS needs to be intentional about what it says it is doing rather than relying on parents to overdrive.

She continued that the article talks about African-American students going to school every day is an act of courage, because of the issue of racism. A student's ability to learn can be impacted by some of the narratives regarding the watering down of the curriculum for students of color, not being prepared, and racism. All of these elements is Looking at this work is what the racial equity work is and what it means. Moreover, failure is not an option. All students should be college and career ready. One needs to consider how to include feeder districts and the broader community.

Mr. Martire stated that part of the idea behind the Triboard Equity Committee was trying to overcome the fact that the three districts were not a unit district. He felt that District 200 should lead this initiative. He hoped another meeting could be convened. Mr. Martire continued that the goal of the Board of Education is to set the direction and the expectation that failure is not an option. He also agreed about college prep classes comments as his two students had very difficult experience. He was happy with curriculum review. It is hard, but it is the right thing to do. Students will be able to handle it. It needs to be presented in a different way. PD must be done throughout the year. He felt having a clear plan on explicit bias and pedagogy was imperative. He looked for the administration's recommendations on the best way to go. The Board of Education's job is to set the direction – failure is not an option.

Dr. Moore and Dr. Pruitt-Adams will discuss next steps for PD for the Board of Education.

Certification of Mid-Year Graduates Dr. Moore moved to certify the Mid-year Graduates; seconded by Mr. Martire. A roll call vote resulted in all ayes. Motion carried.

Settlement Agreement for Specialized Instruction Facility Identification Dr. Moore moved to approve the Settlement Agreement for Specialized Instruction Facility, as presented in closed session; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

Student Discipline No action was taken.

Summer School Budget This item was presented as an informational item only as it had been presented to the Committee of the Whole.

CTIP Classroom Technology Integration Plan Update This item was presented as an informational item only as it had been presented to the Committee of the Whole.

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

Future Agenda Items Clarification of Tri Board Equity Process and clarification of District 200's role. Town hall policies.

Adjournment

At 9:40 p.m. on January 23, 2020, Mr. Martire moved to adjourn the regular Board of Education meeting; seconded by Mr. Iseli. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Craig Iseli
Secretary