

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, February 27, 2020, in the Board Room of the OPRFHS.

Call to Order

President Moore called the meeting to order at 6:36 p.m. A roll call indicated the following Board of Education members were present: Matt Baron, Thomas F. Cofsky, Gina Harris, Craig Iseli, Ralph Martire, Dr. Jackie Moore, and Sara Dixon Spivy. Also present were Dr. Joylynn Pruitt, Superintendent; Greg Johnson, Associate Superintendent; Roxana Sanders, Assistant Superintendent of Human Resources; Dr. Gwen Walker-Qualls, Director of Pupil Support Services, and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:38 p.m. on Thursday, February 27, 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, 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), as amended by PA.93—57 and Individual Student Placement; amended by P.A. 101-0459; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

At 7:30 p.m., the Board of Education recessed for a closed session.

Joining the meeting were Michael Carioscio, Chief Operations Officer; and Karin Sullivan, Executive Director of Communications and Community Relations.

Visitors

OPRFHS Faculty and Staff Sheila Hardin, Lavie Raven, Sharon Martinek, Lauren Arends, Andrew Brown, Paula Cano, M. Carrow-Sever, Bridgett Doherty, Fred Galluzzo, Dove Hunter, Christine Mondragon, and Peter Quinn; Volunteers of the month Magda Piper & Sylvia Zepeda-Westmeyer; Caroline Peavy, Student Council Representative, Linda Brennan, John Duffy, Susanne Fairfax, Deb Fletcher, Deana, Herman, John Hogerson, Sheree Johnson, John and Shea Kiessling, Adam Klass, Frances Kraft, Jeff & Lois Long, G. Lyons, Shobha Mahader, Vincent Martinek, Stephanie Oliver, B. Raja, Cate Readling, Peter Reddin, Calvin Roe, Mark Trinka, Arti Walker Peddakotla, Mary Haley of the League of Women Voters.

Employees and Students of the Month

Teacher of the Month: Lavie Raven

- Lavie is a member of our English faculty.
- He also teaches our new racial equity class.
- At last month's Board presentation on that class, we got to see firsthand Lavie's passion for teaching, and his enormous respect for young people and their insights.
- He has also been a leader in sharing a view of OPRF with the community.
- He was one of the first faculty members to jump on board with sharing photos of classroom activities, lessons, and projects.

- He knows the value of sharing the #oprdfs story with parents and community members, and he's provided so much great content for the district's social media feeds.
- The colleague who nominated Lavie wrote, "He's also so positive. All. The. Time. So much so that I'm unable to be in a bad mood when he's around. He is the Culture of Warmth personified."

Mr. Raven expressed his gratitude for this honor and spoke about the racial curriculum class.

Employee of the Month: Sharon Martinek

- Sharon is secretary to one of our Pupil Support Services Teams.
- She was nominated by three different people, one of whom called her the "best counselor in our office!"
- This nominator went on to say, "Always ready to help anyone who comes through the door, she has a huge posse of kids who absolutely rely on her for her generous and kind spirit."
- "She makes all kids feel welcome and appreciated. Her laugh/snort is absolutely infectious and makes everyone feel alive and happy in her presence."
- "She goes above and beyond in all of the many duties required in our busy office and also finds time to help out other counselors/deans/social workers and administrative assistants from our other teams who rely on her for expertise."
- "And she bakes!"

Volunteers of the Month: Magda Piper & Sylvia Zepeda-Westmeyer

- Magda and Sylvia are the Huskie Boosters co-chairs for merchandise sales.
- According to Boosters President Fionna Bezaire, this duo has gone beyond the call of duty.
- Fionna went on to say, "Not only have they been placing and organizing items for sale, but they have been combing through the field house and bookstore, making changes to make items easier to find."
- "It is not uncommon for them to spend 3-4 hours per week in this role."
- "They have also put together the new online merchandise store so that Huskie fans can have their items shipped directly to them."
- Without their help, merchandise sales would not have happened this year. They are not only performing their tasks but are going the extra mile to give back to the school."

Status of FOIA Requests

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

Student Council Report

Caroline Peavy gave a Student Council report.

Superintendent Announcements

Dr. Pruitt-Adams announced the following:
Evan Huber, Sirr Landfair, Logan Pedraza, Emily Sanchez, Sydney

Hunnewell, Yasmin Ruff, Alicia Gaylord, Micah Nalls, William Martin, Gaby Howard, and Mekhai Tat were the most recent Students of the Quarter.

At the National High School Ethics Bowl, the team of Astrid Brunk, Ania Ocasio, Camille Grant, and Emma Keneipp placed second overall.

Two more Robotics teams have qualified for the state tournament, bringing OPRF's total to three teams.

Twenty-two of music students have been chosen to perform at the Illinois Music Education Association All State Festival.

Seven Business Club students placed in the top 10 of their event at the Illinois DECA sectionals and will advance to the state finals.

Jalen Sharp won the sophomore class poetry slam. Senior Juliana Sosa earned a gold medal in the Chicago Scholastic Awards for poetry, qualifying her for the national level competition. Sophomore Ruby Davis and junior Kyla Pereles earned silver medals.

Senior Yasmin Ruff, who competes in diving and pole-vault, was named to the IHSA All-State Academic Team. Only 26 student-athletes from across Illinois are selected annually for this honor, and Yasmin is only the seventh OPRF student-athlete selected since 2006.

Seven Huskie wrestlers competed at state, where Joshua Ogunsanya won the individual championship in the 145-pound class.

Coach Don August was named the 2018-2019 Illinois Boys Volleyball Coach of the Year by the National Federation of State High School Associations.

The Varsity Drill Team placed in the top 5 at the IHSA sectionals and went on to compete at the state tournament.

Nine Boys Swim Team members will compete at state this weekend.

Public Comments

Linda Brennan read the following statement: "I have a child in the OPRF Tennis program. I am here representing 46 families from the Tennis program. We recently learned that Imagine OPRF Project 1 will close half of the tennis courts from Summer 2020 through Summer 2022 in order to accommodate parking needs for construction company employees. This seems to be putting the short term parking needs of the construction company over the wellbeing of our student athletes which is simply unacceptable for any subset of our OPRF student body – period!"

"If half the courts are closed, this means that:

"1. The Boys and Girls Teams would have to find alternative facilities for daily practices for 2 seasons. Yes, there are other tennis courts in Oak Park, but they are not readily available. Taylor Park, for instance, is used by the Fenwick Tennis program. That leaves Scoville Park and Lindberg but we are unsure of the

commitment the village will actually make, and there may not be enough courts for the number of students in the program because Scoville is already used for spillover practice. In effect, that may force the coaches to reduce the number of students in the program for the next 2 years.

“2. The Boys and Girls Teams could not have home matches or host any tournaments for 2 seasons, meaning all those student athletes lose the ability to compete on their home turf, with family and friends, and with all the school spirit benefits that result from playing in your own backyard. Because every match will be played away it also significantly reduces the amount of matches that parents and other family members will be able to view. Not to mention reduced homework and family time as they will be spending more time on more buses for longer hours each night.

“3. This will also affect the students that participate in the racquet sport PE unit. Many of these students have never picked up a racquet and now may lose the opportunity to be introduced to a lifelong game that provides phenomenal health and social benefits.

“OPRF prides itself on equitable solutions for all students and tries to put students at the forefront of decision making. It seems that the student first process was overlooked in this case at the expense of all the tennis student athletes. What message is being sent to these kids and the coaches with this decision?

“We are confident that with a little creativity, alternative parking arrangements can be made. While the trailer may have to take up street space, perhaps the construction company employees can park just a few blocks away and walk to the site.

“There are 100+ student athletes in the Tennis program. This would not be a minor imposition for the program - it would hamper the experience for Girls during the 2020 season, Boys for the 2021 season, Girls for the 2021 season, and Boys for the 2022 season. This decision prioritizes the convenience of construction company employees over the needs of 100+ student athletes for 2 years. Think about it - who should be the ones being inconvenienced?

“We hope you will agree that this makes absolutely no sense, and respectfully ask the Board to help find an alternative solution so our tennis courts are not affected by the construction.”

Mark Trinka read the following statement. “Thank you for allowing me to speak - I have always found this Board amenable and open to comments and that is encouraging.

“I feel like I have a good historical knowledge to discuss the tennis court issue and the proposed two year construction staging and parking in lieu of tennis courts. I have had four children proudly play tennis at Oak Park River Forest. In this program they learned to be part of a school community that taught them teamwork, hard work and discipline. They learned to respect themselves, respect opponents and respect the game. Part of this experience was the ability to play in

the community as the counselors, teacher, advisors, and coaches repeated to them. To simply make this fairly large high school smaller and more manageable. By valuing construction worker parking over the values that the school purports to embrace at best is confusing. The tennis program at OPRF has a storied history of NCAA and professional players competing for OPRF. It has been one of the most successful programs at the school. However, its conference, sectional and state championships is not the only reason the program resonates. It resonates because it is ostensibly a no cut sport for boys and girls. Through large amounts of effort from the coaches and volunteers utilizing the resources that are ON campus, the school is able to bring this sport of lifetime to many kids wanting that ability to belong to a team. Once again, are we devaluing this experience so that we can stage construction and have ease of access for construction workers for two years?

“As I am quite sure, you are aware, the physical education sport that continues to have the most participants at OPRF is the, you guessed it, the tennis program. By putting rackets in the hands of high school students, you are facilitating a potential love of this game that takes little in the way of resources to play - a racket, some balls and a court. If we mitigate the number of courts, we minimize the number of players - is this our intended consequence or merely an unintended construction schedule?

“Finally, the OPRF courts are a community resource. Yes, these courts have been in need of help over the years while many other sports enjoy the largess of this school. However, they still hold a place for people of all ages to enjoy the game. The school enjoys a wonderful relationship with this community and part of it is the ability to utilize the physical plant of the school.

“I would like to encourage you to reexamine where construction parking and staging could take place that would not drastically affect the tennis programs. I would encourage you to look at the core values of serving our children before we serve at the altar of construction companies, project managers and architects and their ease of doing business.”

Deana Herman acknowledged the progress the district has made relative to accessibility, including magnetic door closures and activators and she hoped that the Board of Education would consider the Accessibility Report’s recommendation to hire an ADA coordinator, who would have a comprehensive understanding of the regulations, policy, and facilities management and have the correct certification requirements.

John Duffy, representing Equity in Excellence in Education, thanked the Board of Education, the Administration and the dedicated faculty and staff for all that they were doing regarding racial equity for students, including the adoption of a racial equity policy. This administration is developing procedures around its accountability and implementation to realize those goals. He noted that the Racial Equity Impact Assessment Protocol is a tool to evaluate staffing, budgeting, etc. The ongoing work of hiring more teachers of color has been guided by a racial equity lens. The same lens was used to look at freshman courses through a racial equity lens. He urged the administration to do the same regarding the police officer in the building. As the freshman structure moves forward, please consider

compiling documents and research from here and around the country. He reported that Timothy Shanahan did a presentation on reading and when asked about freshman restructuring he said he supported it. He also suggested that OPRFHS network within the MSAN network, i.e. Madison, Evanston, Cambridge, etc. He suggested establishing an ongoing presence for the community around this planning process. The more that people can be informed, the more that some information can be dispelled and it can move forward successfully.

John Kiessling expressed concerns over the use of the tennis courts. He stated that the Imagine program for OPRFHS is a fantastic objective and construction is great, but the work being done is a service business. Contractors collaborate as a partner to keep things active and not be a distraction. It is common for construction workers to find their own parking. He was concerned that having them park on the tennis courts would create a high level of risk for students as proposed. Only one incident or near miss with a vehicle is a game changer. Contractors get creative all of the time regarding parking. In the city, there is no parking space and they have to deal with on time deliveries. It is common practice to find space within the renovation or temporary office space. Children have enough to worry about these days, and their safety of students is the Number 1 priority.

Jeff Long spoke about the loss of the use of tennis courts for two years. Over 100 boys and girls participated in tennis last semester and they could not play home matches. OPRFHS has only eight courts while most schools have 12. Being a no-cut sport, practices need to be split and students get home after dark because of the practice times. Construction workers can get other parking spots.

Cate Readling spoke about the student walkout and she recognized that the reaction of young people made some people uncomfortable. She did not believe that having armed police within the school was productive or practical for youth that have suffered trauma. She did not support having a School Resource Officer in the building. She valued proximity and understood him wearing uniforms. However, she felt that being armed caused harm. She concluded by saying that “we” have a duty to find alternative ways to build relationships and achieve the goal of the intergovernmental agreement.

Arti Walker-Peddakotla, parent of a senior, and an Oak Park Village Trustee, shared her personal view about having a school resource officer in the school. She stated that the Village Board reviewed the IGA between the Village and District 200. She had emailed the talking points to the OPRFHS Board of Education that she had made at the Village Board meeting. She did not believe that police needed to be in the school and that the IGA should be revoked. The data is clear that having police in a school does not make it safer. After Columbine, schools began using SRO’s and their effectiveness has not been questioned since then. A think tank reviewed the data and found that between April 1999 and March 2018, there was only one incident where a SRO stopped an event from happening.

On Page 4 of Appendix C (Guidelines for Reciprocal Reporting.....) it states in point 6 that information can be shared in any case where student conduct inside or outside schools is deemed to likely impact student conduct in school or in the community. This creates an environment where every single piece of information can be shared at will, for any reason school district officials or the police deem appropriate. There is no safe space for our children if this is followed, seeing as everyone will know everything about them. That does not create the atmosphere of safety and trust with our students.

She continued that on page 4 of Appendix A, it states that “The officer, in cooperation with School District administration, will make a reasonable effort to contact the student’s parent or guardian before any interview or interrogation.” She found this troubling language to include, especially given the fact that it does not guarantee that a parent or guardian must be present in any interview or interrogation circumstance. Additionally, a new state law was passed last year declaring that police may not question students under 18 in connection with an alleged crime without a parent or guardian present.

Only one District 200 Board of Education member, Sharon Patchak Layman, had questioned whether having a school resource officer was a good use of school funds. She stated that no reports or assessments were done on what they do or how effective they are. She suggested that the money should go to more counselors. She urged the board to read the studies that exist that have looked at the history and the argument against having school resource officers as noted below.

[ACLU, Dignity in schools, and Justice Policy](#)

Shobha Mahadev also spoke to the lack of credible evidence that a School Resource Officer prevents horrific incidents.

Corry Walgreen questioned having a school resource officer in the building. She spoke about a 16-year old boy in Naperville who committed suicide after having been questioned by an SRO. She understood that everyone wants a safe environment for all students. She hoped OPRFHS would eliminate this position.

Susanne Fairfax has listened to the youth in the District who have shared problems at the hands of the Oak Police. Many think there is no problem in Oak Park and that equity is fine, but we do have a problem and it has impacted some of the students. To cause trauma to some and to give the illusion of safety to others and their parents is not the wisest choice. She continued that all are responsible for all of the students and they have been sharing their fears. She asked the Board to consider the students' safety. .

Deb Fletcher, an Oak Park resident and auntie of students at OPRFHS, echoed what had already been said about having an SRO in the building. She encouraged the Board of Education to listen to its students.

Sheree Johnson, community member, P4SS member, and a member of the E-Team, thanked the people for their work on the freshman curriculum, which recognized the current and former teachers. She was happy to see systematic change in that direction. While confused as to why there was a delay in implementing the curriculum, she trusted the reasoning that Dr. Pruitt-Addams and Mr. Johnson had expressed, i.e., to support the teachers to enhance their responsibilities. However, in discussing with the community members, she offered some concerns for the Board of Education to consider. The administration and the Board need to be accountable for this change. She suggested a regular way to inform the community and to roll out this plan. She asked that clarification as to when the pilot would be implemented. She appreciated all of the work everyone had done but she wanted to make sure that the effort is accountable to the community. She wanted to see communication that is more direct.

Frances Kraft, former D97 teacher, parent of two OPRFHS graduates and a member of the E-Team, supported the freshman curriculum and was disappointed that its implementation was going to be delayed. She felt a more equitable course was necessary as academic opportunities are denied students of color. Many people in the community are advocates and have been fighting for this for decades. It is not an “us versus them.”

Peter Reddin, of Walsh Construction, spoke about the qualifications of previous speakers regarding construction.

Freshman Curriculum Status Ms. Hardin read the following statement, “The OPRF administration and the Faculty Senate are jointly committed to the district’s plan to address the racial predictability of our freshman enrollment patterns and performance outcomes. We have been working together to ensure that the majority of our freshman students experience **one** high-level, rigorous curriculum in English, history, science, and world languages; we are also making curricular adjustments in math. Over the past several months, we have started developing the new curriculum, identifying professional development needs, and establishing support structures to ensure that all students benefit from this shift. In the course of the process, one thing has become clear: in order to carry out our plan with fidelity, the implementation date must be shifted to the fall of 2022. This adjusted timeline will realistically enable us to provide our students with the level of educational experience that they deserve. We look forward to continuing our collaboration to ensure that Oak Park and River Forest High School provides those things that are best for all students.”

Discussion ensued. Mr. Johnson acknowledged that the amount of work that is necessary to implement a freshman curriculum was larger than anticipated. Mr. Iseli asked why the project was being viewed as a big bang implementation that needs to be completed before making any changes. Could it be broken up into pieces? Mr. Johnson responded that the administration saw this across the board over all of the divisions and thus it was systemic relative to how the school functioned as a whole. There is an urgency for this work but in order to do it with fidelity, more time is needed. To make one change would not fix the problem that the District is trying to address. Mr. Iseli felt that doing pilots would be a way to learn as they go. Mr. Johnson plans to come to the Board of

Education in May with a timeline as it relates to PD, updates on the quality of the curriculum work and a student support system.

Mr. Cofsky concurred with Mr. Iseli's comments. What went into the decision to extend the implementation one year? Is that a realistic plan to assure all of the necessary steps and actions will be in place in that timeframe. Ms. Hardin noted that the urgency is real and a delay in the rollout does not mean that things are not working. Course proposals go to the Board of Education October. A year is a realistic extension to have a full year of writing where decisions are made on next steps and who will work together, etc. The conversations are ongoing. The faculty wants to do this work and it is committed to the equity work. Dr. Pruitt-Adams noted that this was a multifaceted approach--writing curriculum across all contents and creating support for students across all levels. This multifaceted approach will not have a negative impact on students when the plan is rolled out. The additional urgency is that when it is done, it will be done right.

Mr. Martire was in support of doing it right. He felt there were shortcomings, however, from a transparency standpoint and oversight. He asked for a rubric to be developed with outcomes in each of the divisions showing the progress and the problems. Different curriculums could have problems. More transparency to the community is needed. The Board upon seeing the progress of the work can evaluate that against the outcome-generated rubric. Mr. Johnson responded that regular updates would be provided and conversations have taken place with division heads, and that the commitment is to have the divisions in one year. Mr. Martire affirmed that the Board of Education was supportive of this change because of the value it will have to enhance educational opportunities. He suggested that a plan should be in place in case full implementation was not ready in one year. Ms. Hardin noted that the faculty welcomes a timeline, as the students are the goal. The faculty would never risk student outcomes to make a presentation to a timeline. She was there to get this done and done well. If something comes up and a division head or group is having a problem, that would need to be presented.

Ms. Harris added that she did not want to get to next February and still have the same conversation. She too wanted regular updates. A number of concerns have been raised by community members about rigor. She wanted the specifics of students as well.

Ms. Dixon Spivy thanked Ms. Hardin for being part of the conversation at the Board level. She was concerned about the course proposals being brought in October. She asked if that timeline was realistic. Dr. Pruitt-Adams noted that is what is changing. Note that the curriculum is not coming this October. She would delay if it were not right.

Mr. Baron asked if delaying the implementation had caused more enthusiasm among the faculty. Ms. Hardin replied that the Faculty Senate has always been supportive of the curriculum but they were nervous about the timeline and asked the administration to delay it. However, the work/ the outcome always had the buy in. It is happening in the fall because of the way the academic year happens. In terms of communication, a whole host of information is on the website and this gives more time for reassessment as to what is there. Endorsement, or what

went into the equation, or what will or will not work. Communication is the best practice.

Dr. Moore had expressed her concern to the administration as to whether this was an issue of time or capacity. If capacity, it could take five years. She stated that informed metrics and outcomes that are evidence based on best practices were needed. Has the administration reached out to other schools that are doing this work and learning from them in a way that informs professional development? She appreciated all of the work being done internally but has the District become too esoteric in thinking that it is so unique from others that we cannot learn from other school districts who have done this work. In April, the Board anticipates hearing about some units of study. Will the timeline include information about what will be done next year. If there are units that are ready to go, how can they be used to train and support teachers in this work and inform the process. She felt the district was losing daylight and she fully appreciated the need to do this right, including having information that is data driven and more than reporting. It was disappointing to her to arrive at this point and not have all of the information. It makes setting the Board of Education's goal challenging. If there is an issue, the goals set are meaningless. Dr. Pruitt Adams reported that the timeline would be presented in the spring. Outsiders are being enlisted to help with professional development. Dr. Moore stated that much work is done and it has to be presented in a way that information is provided to families and students in order for them to see the path forward. .

Mr. Cofsky appreciated the passion and statements of commitment, but there is frustration because ultimately this decision means that the next approval will fall to the next Board of Education. The timing of this will then land implementation in with teacher contract negotiations.

Ms. Harris felt the collaborative effort is obvious and appreciated. However, there are people in the community who do not support this. They do not understand this work. When information is shared, it must contain information as to how beneficial this is to the students. Mr. Martire noted that progress must be shared accurately, not just the happy things. Ms. Hardin reiterated that teachers were year for the students but the day-to-day will never be shared. Dr. Moore explained that how the Board acts with the administration (superintendent) is what she was referencing about communication. It had nothing to do with the teacher/administration relationship. It had nothing to do with administration/teacher relationship; it was about the agreements between this Board and its one employee, the superintendent.

Mr. Johnson stated that a balance needed to be struck between communications and doing this important work. An element of learning has to go on and teachers have to feel safe and vulnerable to do the hard work. This will take time. More communication is necessary. Much has already been learned. Dr. Pruitt-Adams noted that time is necessary in order to do this work with fidelity. Reporting is part of the Strategic Plan where the administration does talk about barriers. The District is working through challenges and processes. The Board of Education has said it does not have enough information. As educators, they are regrouping. The administration appreciates the support the community has offered. She appreciated the whole Board supporting an initiative such as this. The

administration is working to get this done. It has heard about the communication aspect and that will be addressed.

Consent

Dr. Moore moved to approve the following consent items:

- A. [Check Disbursements and Financial Resolutions dated February 27, 2020](#)
Roll
- B. [Monthly Treasurer's Report](#)
- C. [Monthly Financials](#)
- D. [District Registration, Instructional Material, and Technology Fees](#)
for the 2020-2021 School Year
- E. Personnel Recommendations including New Hires, Retirements, Stipend Positions and Transfers
- F. [Policies for Second Reading](#)
 - 1. [Exhibit-270-E](#)
 - 2. [415, Identity Protection](#)
 - 3. [430, Revenue and Investments](#)
 - 4. [460, Purchases and Contracts](#)
 - 5. [480, Accounting and Audits](#)
 - 6. [5230, Maintaining Student Discipline](#)
 - 7. [5290, Employment Termination and Suspensions](#)
 - 8. [530, Hiring Process and Criteria](#)
 - 9. [5310, Compensatory Time-Off](#)
 - 10. [5330, Sick Days, Vacation, Holidays, and Leaves](#)
 - 11. [590, Abused and Neglected Child Reporting](#)
 - 13. [6150, Home and Hospital Instruction](#)
 - 14. [660, Curriculum Content](#)
 - 15. [6300, Graduation Requirement](#)
 - 16. [7150, Agency and Police Interviews](#)
 - 17. [720, Harassment of Students Prohibited](#)
 - 18. [7270, Administering Medicines to Students](#)
- G. Open and Closed Minutes of [January 23](#), [February 11](#), and [February 18](#), 2020 and a declaration that the closed session audio tapes of July 2018 shall be destroyed

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

Registration Fees

Dr. Moore moved to approve the registration fees for the 2020-21 School Year as presented; seconded by Ms. Harris. A roll call vote resulted in six ayes and one nay. Mr. Baron voted nay because he felt the increase was too steep in one year. Motion carried.

Policy 6:20

Dr. Moore moved to approve Policy 6:20, School Year Calendar, for second reading and amendment; seconded by Mr. Baron. Discussion ensued. Mr. Cofsky wanted confirmation that any eLearning plan would need formal Board of Education approval before implementation. The administration noted that the policy only referenced the law and that the ISBE has a requirement of components that must be met, including a Board of Education vote, before eLearning could occur. A roll call vote resulted in all ayes. Motion carried.

Strategic Plan Update The administration presented its annual review of the Strategic Plan's progress

on its overarching goals and it refined the strategies and tactics being used to achieve those goals. This process has continued during the 2019-2020 school year, which has included streamlining six broad goal areas into four priorities: Racial Equity, Transformative Education, Transformative Leadership, and Operations, Facilities, and Finances. I

The key progress to date this year has included the following:

- Priority 1: Racial Equity — Drafts of six of 12 total procedures presented to the Board in December 2019, with remaining six under development. Updates on progress to be presented to the Board in March and May 2020.
- Transformative Education — Freshman curriculum restructuring and professional development planning is underway, with a detailed update to the Board this evening. Data dashboards have been published. Data-sharing plan for data from the feeders to D200 is in place. Post-secondary pathway program evaluation has been completed and delivered to the Board. Restorative practices are being implemented by deans, social workers, and others. Use the slideshow.
- Transformative Leadership — Electronic teacher evaluation system is fully implemented. Since August 22, 2019, 77% of new hires have been persons of color. Teacher/staff/volunteer recognition program is fully implemented. Operations, Facilities, and Finances — Master Facilities Plan Project 1 is on track to break ground in June 2020. Budget planning for FY21 is well underway, with expenditure growth targeted to be no more than CPI. The Threat assessment team created and developed protocols.

The 2019-2024 Focus was provided and as well as a link to access the evidence online folders which also gave the status of these procedures. Please place the six procedures in the spreadsheet.

Discussion ensued. It was noted that members of Safety and Security (SST) are part of the Student Leaders Advisory Committee and that committee has discussed advisory periods, Restorative Justice (RJ) Peace Circles, and building relationships with students and deans. The Assistant Director of SST is using RJ and another program to build relationships between security and students. Some of the students who walked out of the building are also members of the committee, but they have not attended the last few meetings. Conversations are continuing on how to engage other students. The administration was asked how the District was using what is occurring to engage students in advisories and find out why they are not participating. How are the goals, RJ practices training and the work of CCB being experienced by the students and how is that being measured? This is an opportunity to retrofit the students into a system that is not working. Is what is being done need to change?

| | |
|-----------------------------|--|
| Title IX Rule Change | The Oak Park and River Forest High School District 200 and the school districts around the state were contacted by the Attorney General's Office, Special Litigation Bureau regarding pending rule changes to Title IX. On November 29, 2018, the U.S. Department of Education published proposed new federal regulations governing how schools must respond to sexual harassment and sexual |
|-----------------------------|--|

assault allegations under Title IX. In January 2019, Illinois joined a coalition of 19 state Attorneys General to urge the Department to withdraw the proposed rule.

Mr. Martire asked how onerous were the questions to answer and how much time it would take away from the day-to-day responsibilities. It was noted that the questions are supposed to generate the thought process. If the District feels the changes in the rule will have a negative impact on the students and the District's policy, then they are asking that the suit put a stop to the rules. It is intended to consider the negative impact that the rule would have. Dr. Pruitt-Adams stated that it would not impose much of her time, but it would take several days for the team to look at the number of cases the District may have had.

Dr. Moore noted that Pennsylvania and New Jersey already have a declaration as to its impact. This is a template for a declaration. Dr. Pruitt-Adams will make a recommendation to participate or not participate. At this time, there was no deadline on a decision. Ms. Harris looked forward to the additional information and if it will have a negative impact.

Policy 5:200 for First Reading

Dr. Moore moved to approve Policy 5:200, Terms and Conditions of employment and Dismissal for first reading; seconded by Mr. Martire. Discussion ensued. Mr. Cofsky wanted three things address: 1) the policy should include a directional philosophy, a recognition of balancing the District's ability to support this from a community standpoint, i.e. benchmarking and competing, where the District should be. 2) Reconsider saying that the benefits benchmarks were being based on a negotiated contract. 3) Add something to reflect "what do we want to be and why." He appreciated the process and he wanted to give his feedback on first reading.

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

Settlement Agreement for Specialized Instruction Facility

Facilities Master Plan

The Facilities Master Plan Accessibility Report was presented to the Committee of the Whole on February 10, 2020. This item is for information only.

CTE Grants

The CTE Grants (Career and Technical Education Program Evaluation Report) were presented to the Committee of the Whole on February 10. This item is for information only.

PMA Cash Flow and Investment

The PMA Cash Flow and investment report was presented to the Committee of the Whole on February 10. This item is for information only.

RFCC Update

The River Forest Community Center report was presented to the Committee of the Whole on February 10. This item is for information only.

District Reports

None

| | |
|--|--|
| Board of Education Town Halls | Due to scheduling conflicts, the Board of Education was encouraged to consider a weekend day for a town hall with the Village of Oak Park, District 97 and District 200 on community safety and school safety. Dr. Pruitt-Adams had met with Dr. Moore, the Oak Park Village Manager, Mayor, chief of Police, and District 97's Superintendent. Everyone agreed that all should be informing the others about the process and that the community should be allowed to talk about these issues in a more cohesive way. |
| Emergency Preparedness | Dr. Pruitt-Adams wanted to make the Board of Education aware that conversations around COVID-19 were occurring and that the administration will add an agenda item to the March agenda to talk about this further; as it is a matter of when, not if, the school will have to deal with this virus. The discussion will include the attendance policy, school closing, clean etc. A final decision will be made with the sponsors on international trips scheduled for spring break and a comprehensive communication. Japan is closing schools for a month. |
| Future Agenda Items | Identified educational changes and practices that you thinking that closing the achievement gaps and based the outcomes and outlines in the summer. |
| Closed Session | At 10:17 p.m., the Board of Education resumed closed session and resumed open session at 10:20. At that time, Dr. Moore moved to enter closed session for the purpose of discussing Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); seconded by Mr. Cofsky. A roll call vote resulted in all ayes. |
| | The Board of Education resumed open session at 10:34 p.m. |
| Adjournment | At 10:35 p.m., Mr. Martire moved to adjourn the regular Board of Education meeting; seconded by Ms. Iseli . A voice vote resulted in motion carried. |

Dr. Jackie Moore
President

Craig Iseli
Secretary