

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held virtually on Thursday, April 23, 2020.

Call to Order

President Moore called the meeting to order at 6:32 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; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:40 p.m. on Thursday, April 23, 2020, Dr. Jackie 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) ; seconded by Ms. Harris A roll call vote resulted in all ayes. Motion carried.

At 7:29 p.m., the Board of Education recessed for a closed session.

Joining the meeting were Greg Johnson, Associate Superintendent; Dr. Roxana Sanders, Assistant Superintendent of Human Resources; Dr. Gwen Walker-Qualls, Director of Pupil Support Services, Michael Carioscio, Chief Operations Officer; Dr. Levar Ammons, Executive Director of Racial Equity and Student Success; and Cyndi Sidor, Chief Financial Officer; Karin Sullivan, Executive Director of Communications and Community Relations.

Visitors

OPRFHS staff Fred Preuss and Jeff Bergmann, Dr. Laurie Fiorenza, Lynda Parker, Kristin McKee, and Kennedi Dixon; Josh Cerniak of FGM; and Dr. Robert Grossi of Crystal Financial.

Hearing for Driver Ed Waiver Request

At 7:37 p.m. Dr. Moore called this virtual Public Hearing to order on Thursday, April 23, 2020 for the renewal of Application for Modification of Driver Education Fee Waiver. Notice of this virtual Public Hearing has been posted on the District's website since April 9, 2020 and the notice was also published in the Wednesday Journal on April 15, 2020 to allow public comments to be submitted via a survey link. At this time written comments submitted via the survey will be read. Receiving no written comments, at 7:39 p.m., Dr. Moore closed the Hearing.

Hearing for Driver Ed Behind-the-Wheel Fee Increase

At 7:40 p.m., Dr. Moore called this virtual Public Hearing to order on Thursday, April 23, 2020 for an increase in the Driver's Ed/Behind the Wheel Student Fee to \$250. Notice of this virtual Public Hearing has been posted on the District's website since April 9, 2020 and the notice was also published in the Wednesday Journal on April 15, 2020 to allow public comments to be submitted via a survey link. Dr. Moore called for written comments.

John Michelotti provided the following written comments: "I believe that the Drivers Ed fee should either stay the same, be reduced, or removed entirely. My reasoning would be that residents in Oak Park and River Forest already pay very high taxes for a "free and appropriate education". Especially for low-income families or anyone recovering financially from the COVID-19 pandemic having a

school provided class as the cheapest option would lessen the burden of preparing their child for the outside world. Also, many students may find it much harder to get their license after the move away to college. Starting the process in high school for free would make it easier for students to receive their license before they move away and it becomes more difficult. My final statement is that if Drivers Ed or even just Safety Ed is a required course to graduate, it should be free as part of a free and appropriate education.” Having received no more comments, at 7:41, Dr. Moore closed the Hearing.

F.O.I.A. Requests

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

Public Comments

From Abby Perry: “Dear Board of Education,

“I appreciate the opportunity to share a few thoughts about the canceled Italian exchange trip. My son, who studies Latin, was thrilled when the opportunity to join the Italian exchange trip opened up. He taught himself rudimentary Italian this summer. He made a video introducing himself to the Italian students. He eagerly viewed the response videos from the Italian students. He made friends with his exchange student. He returned from planning meetings excited about the itinerary and cultural opportunities. In addition, he was crushed when the trip was canceled.

“For our family, this may have been a once in a lifetime opportunity. The school trips have proven to be the only door to international travel that we have been able to open for our children. We are so fortunate that the District has offered these travel experiences. They are a welcome extension of the curriculum and an invaluable learning experience.

“While countless concerns have been expressed about ACIS, the company selected to arrange the travel to Italy, using a service like ACIS surely facilitated much of the itinerary and made many of the logistics of international group travel possible in the first instance. Dr. Pruitt-Adams indicated reconsidering how trips are run based on this year’s experiences (and I express no opinion one way or the other on whether to work with any travel company, as I’m sure all group travel companies operate in the same manner). I do strongly encourage the Board and Administration to figure out some way to continue to make these travel opportunities available for our kids. I reiterate how much they mean to families like ours.

“As far as the canceled trip is concerned, many of our kids worked hard to finance the trip for themselves. There is no means for them to recoup the lost experience; there is no means for them to recoup the \$1000 that was forfeited with the cancelation of the trip. The kids had no chance at a different outcome here. They are in no way responsible for the situation, yet are bearing all the burden. I would direct you to news reports of canceled trips for Chicago Public School high school students. As reported in the Chicago Sun Times on March 12, 2020, CPS stated it would make the students whole and would reimburse students for out-of-pocket costs. I hope this Board considers showing the same level of support for our children.

“I also want to publicly commend Dr. Pruitt-Adams for her efforts to communicate with the parents involved in this situation; Ms. Johnson for her work to obtain information from ACIS; and Ms. Spilotro for her extensive efforts planning a trip that sounded so great, its loss is still being felt in our house.”

Consent Items:

Dr. Moore moved to approve the following Consent items:

- A. Check Disbursements and Financial Resolutions dated April 23, 2020
- B. Monthly Treasurer’s Report
- C. Monthly Financial
- D. Application to ISBE for Renewal of Previously Approved Waiver/Modification of ISBE Administrative Rules And/Or School Code Mandates regarding Driver Education Fee
 - 1. Application for Waiver or Modification of State Board Rules and/or School Code Mandates
- E. Driver Ed Behind-the-Wheel Student Fee Increase
- F. Northern Illinois Independent Purchasing Cooperative Beverage and Equipment RFP
- G. Food Service Intergovernmental Agreement with District 97 for 2020-2021
- H. Board of Education Budget for 2020-21
- I. Policy 2105, Ethics and Gift Ban for Second Reading
- J. Open and Closed Minutes of February 27, March 19, and April 14, 2020 and a declaration that the closed session audiotapes of August 2018 shall be destroyed

seconded by Mr. Martire. Discussion ensued. Mr. Baron expressed disagreement for the fee increase for Driver Ed. The behind-the-wheel portion of the class is not mandatory. Students identified as FRE do not pay that fee. Students identified as being Reduced pay \$25. In-car instruction was suspended during the Shelter-in-Place and it is not linked to a graduation requirement. However, one needs the instruction to get a license.

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

**Possible Financial Impact
COVID-19 Update**

Mr. Robert Grossi noted that concern is growing that the State of Illinois’ Financial condition will be devastated by the economic downturn caused by the COVID-19 crisis. Experts project that the state may lose up to \$20 billion in revenues over the next several years. Standard & Poor’s now gives at least a one-in-three chance of lowering the state’s bond rating to junk status due to its financial vulnerability due to this crisis.

All school districts in Illinois are being urged to assess or reassess all major financial decisions through this new lens of great fiscal uncertainty. Since the crisis, school districts in Illinois have been reevaluating ongoing contractual negotiations and major capital projects. As District 200 is about to embark on a major capital project, understanding the risks to the District’s long-term financial condition before proceeding is prudent. While this understanding may not change the size or the direction of the existing plan, circumstances warrant Board affirmation if the plan is to move forward under these new dynamics.

With the building having closed and circumstances rapidly changing since the Board last received a regular meeting packet in March, the administration brought this issue to the Board's attention as swiftly as possible. This is a time-critical decision that affects two other items on the agenda this evening:

- 2020 Project 1 Environmental
- Abatement Contract with EHC Industries, Inc. and Construction Bid Package #3.

There is a significant possibility that the economic effects of the COVID-19 crisis on the state and local tax base will have a material adverse long-term impact on all school districts in Illinois, including District 200.

The state of Illinois likely will need to take major steps to mitigate the impact of this pending fiscal crisis if the federal government does not provide a substantial bailout. Specifically and of the most impact to the District are:

1. The crisis will raise the probability of a statewide property tax freeze as a way to provide relief to Illinois residents and businesses.
2. Tax-collection percentages will go down and tax appeals will go up as a result of the crisis.
3. The state may have to reduce expenditures significantly if its revenues decrease significantly. This may impact the District in the following ways:
 - a. The state may be forced to cut Evidenced-Based Funding (EBF), which would potentially eliminate the \$5 million+ of EBF base funding that the district received from the Property Tax Relief Grant.
 - b. The state may shift pension costs to school districts as a way to offset revenue losses.

In consideration of the new financial threats that face the school district and of Board policy on fund balance reserves, the administration recommends the Board of Education approve postponing the impending construction project, Project 1 (2020 scope: Demo South Café, Construct South Café and Student Resource Center, demo and rebuild Drivers Ed/Duplicating/Mailroom), to a date that is yet to be determined.

Mr. Grossi reported the state's preexisting conditions. Just prior to COVID-19, the state had \$7.6 million in outstanding bills, \$137 million in unfunded pension liabilities, and received 21 rating downgrades since 2009. It has the lowest credit rating in the USA and has no rainy day fund to take care of a situation like this.

The Governor is projecting a \$2.7 billion budget gap in 2020 because of COVID-19 and a budget hole of \$7.4 billion in FY 21 due to COVID-19. Standards & Poor's gives a least a one-in three chance of lowering the state's credit ranking to junk. If it turns to junk, the result will be high cost of borrowing for the state or not getting into the credit markets. Whenever rating agencies make statements, Illinois listens.

Without a substantial federal bailout, school funding in Illinois will likely change dramatically.

- 1) Probability of the passage of property tax freeze legislation increases
- 2) Property Tax Collection percentages may decrease
- 3) Funding dollars may increase and decrease in EBF, the first monies taken away are the growth that school districts receive in Tiers 3 and 4. OPRFHS received \$3.8 million because of Property Tax Relief Grant. If anything is cut, that money will be lost.
- 4) A shift of the pension liability may be shifted to schools, which amounts to a billion dollars.
- 5) Grant revenues may be delayed.

The state of Illinois needs a federal bailout. If that is received, part of the money will be used to shore up evidence-based funding (EBF).

The estimated impact of three primary events:

1. \$3.8 million
2. Property tax freeze:
3. Lower return on investments.

The projected revenues versus all funds, excluding capital, life safety is about \$6 million. Surpluses had been projected throughout 2025. If the EBF money is lost and a tax freeze is implemented, this would cause significant deficits.

Non-discretionary construction: The cost related to a 10-year maintenance plan and life safety plan is about \$5.1 million, which averages \$6 million per year even with COVID-19 scheduled deficit to address capital projects. However, if the District lost the EBF, a tax freeze were implemented, and the District was spending \$6 million per year on the 10-year maintenance plan, the deficit would become unsustainable.

A graph showed what would happen to the fund balance under the three scenarios and Project 1. If the District lost the EBF, it would be able to get through 2025 and be able to address Project 1 and still be within the 25 to 75 percent fund balance range. However, if both continue, the fund balance would be below 25% with a projected deficit of \$10 million. The choices are:

- 1) Maintain current plan of action and use fund balance reserves to fund all of project 1.
- 2) Halt decisions on Project 1 until the impact can be better assessed. Make a decision in November/December with more information about federal money.
- 3) Issue debt certificates. If the District wanted to borrow \$10 million today and pay it off over 10 years, it would cost \$151,000 per year in interest, but that would give the District more time to address what happens to the District's operations.

While there are many speculations, many experts are very concerned about the long-term condition of Illinois and how that will flow to the school districts.

Mr. Martire presented at an Illinois Association of School Board meeting on the impact of COVID-19 on the state budget. He presented slides from that PowerPoint presentation. The state currently has a \$7 billion deficit. The hard costs that have to be paid by law (banks, bondholders, pension requirements, Medicaid, group health insurance) amounts to \$13.7 billion. It also has \$27 million for current services. The projected decline in revenue in FY 2021 is \$2.6 billion, which will be offset by inter-fund borrowing of \$780 million.

In FY 2022, the projected decline of revenue is expected to be \$4.6 billion. That will be a major impact. The state will need to repay short-term borrowing of \$400 billion, and then \$6.2 billion. If the Fair Tax proposal is not approved by the voters in November, then the shortfall will jump in 2022. That is a 27% decline in revenue. Add that to the 30%, and the state is looking at a 57% mismatch.

Legislators are being pressured not to cut EBF. However, in this environment, education may be on the line too. The local share of education funding in the United States is 44%. In Illinois, it is 67%.

He continued that from 1990 to 2018, after inflation, property tax has grown 70% while income has only grown by 11%. Taxes are growing at 5 to 6 times more than people's income.

In 1995, a law was passed to get the pensions healthy by 2045. A chart showed how much the number of workers were contributing to the pension fund versus the repayment plan. The debt service line is devastating. TRS pension system had \$50 billion in assets and 78% billion in unfunded liability. It has already lost \$4 billion because of COVID 19.

Mr. Martire stated that there is talk about proposing a six-month budget and that may include a K-12 budget. Discussion has occurred about EBF. Some language could be interpreted to allow the Property Tax Relief Grant (PTRG) to be retained if a negative funding situation and the amount of growth of the minimum base grown income is zero on a per student basis for all tiers. OPRFHS would pay the average cost reduction that many districts did not, the PTBF part of it subsidized, and it would retain that. Not enough language exists to know how ISBE will interpret this situation.

Mr. Iseli asked how much time would be bought if the project were not done when anticipated. Dr. Grossi replied that with the \$15 million deficit and both options, the high school could buy two years to cover the significant deficit. If Project 1 is delayed a year, more knowledge would be had as to what could be controlled, e.g. 1) if there was a property tax freeze, 2) if and how much the federal government would give to bailout the state, 3) if the progressive income tax passed; and 4) the status of the economy. Mr. Grossi agreed that the Governor would do a six-month budget. There is no right or wrong answer going forward but more than likely the District's current financial conditions will be the best that it will be forever. If projects, the best time to do it.

Should Illinois be ranked as junk bonds, the same situation as before may occur. School districts in Illinois could not get into the market. The haircut on bonds would go up. The markets have settled down and half a dozen bonds were sold.

OPRFHS still has a strong credit rating. Mr. Grossi noted that while OPRFHS has a strong credit rating, it would be the most vulnerable because it is highly dependent on real estate taxes. It has vulnerability on local property taxes, EBF, and a pension shift. Those districts who do not get much money from property taxes are in tiers in 1 and 2.

Ms. Sidor added that PMA said OPRFHS could go out in February without receiving any more revenue. She also stated that OPRFHS could have possible savings this year of \$2.5 due to less expenditures.

Mr. Cofsky noted that if the District deferred Project 1 by a year, what would \$100 million earn in interest? OPRFHS investments go out a year to two years. Next year it will receive \$1.4 in interest, \$1 million in 2022, and \$600,000 in 2023. The escalation costs if the project were delayed would be about four percent and non-tangibles, e.g., lose momentum, lose some staffing, would have to rebid, etc. Issues with COVID 19 relative to supply chains exist now. The escalation cost is about the labor and material components and will escalate because of union contracts. It is about 50% labor and 50% material, on average. The materials are in the commodities, but looking at a 4% escalation is common. This however is a new normal because of COVID 19. Mr. Carioscio stated that a delay would put the beginning out a year and escalation costs at the back end of the project as well.

Mr. Cofsky asked what would it mean to OPRFHS if there were no federal bailout. Dr. Grossi noted that senators in Washington have argued that the federal government should not bail out states who have caused mismanagement and it would be better if they went bankrupt. A high percentage of disposal budget is related to education. If no bailout was had and the District could not borrow its way out of it, the state would have to educate the students in a more effective way. A strong push is being made for the consolidation of school districts, statewide salary schedules, and the restructuring of pension debts. Because this problem cannot be solved, something dramatic will have to happen. Mr. Martire reported that the only way states could declare bankruptcy would be to get a constitutional amendment passed. In addition, even if an amendment passed, it could not discharge the pension debt constitutionally. Cities may declare bankruptcy but states do not have that right constitutionally. During the period of the great recession, the state lost \$8 billion in the General Fund and took 2 or 3 years to recover. He felt the state would increase income tax or sales tax increase. He also did not believe there would be a property tax freeze. He felt the state would survive and bankruptcies will not occur, but it will be rough for two to three years. The state has successfully issued debt, taken the proceeds, and spent it on Medicaid. The state gets a \$1 for a \$1 from the federal government for Medicaid and that will freeze up revenue from other tax funds.

Dr. Pruitt-Adams noted that \$32 million was allocated for Project 1. For Project 2, \$20 million had been allocated. Both of these amounts are part of the District's fund balance. Ms. Dixon Spivy stated that OPRFHS will never be in a better financial position and Project 1 is about the most needed spaces, the most venerable students. She suggested restructuring Project 1 and just redoing the spaces for TEAM. Mr. Cerniak reported that if the Student Resource Common and Cafeteria areas were not completed, it would preclude Special Education spaces, a significant part of Project 1. The biology classes were to go to the

vacated areas of the tutoring space and the library. If they were not relocated, then only 64 classrooms would be renovated and that would not include the Special Education areas or the collaboration areas. Ms. Dixon Spivy was concerned with the state's budget and with escalating construction costs. She did not want to short-change the students and, thus, did not support postponing construction.

Ms. Harris acknowledged that there were so many unknowns at this time. The District is in the best financial position it has been in for a long time. She had mixed emotions – 1) definitely wait, and 2) if something is going to get done, it should get done now. However, she felt that was challenging in and of itself.

Discussion ensued about costs relative to design, etc. on top of administrative costs on top of potential escalations, if the project were delayed. Mr. Cerniak stated that the answer would be if a redesign happened. If there was a pause and no change was made to the current plans, the restart costs would be minor from the architectural and engineering fee side. However, a substantial redesign would be significant. The total budget for Project 1 is \$32.6 million and the AP fees are 7%. If a complete redone was made, then the same costs would be re-incurred. Mr. Carosio said the administration would more likely pause and look for refinements on holding down the budget. The cost of bidding rebidding would not be significant, but different.

Ms. Harris stated that she has heard that regular school may not resume in the fall. She wondered if the project timeline could be moved into the future. Dr. Pruitt-Adams noted that some schools were moving project work up to get a speedier conclusion. If OPRFHS waited until July/August to start this work, it would put off the start of Project 2. If the start date were to be delayed until July, the work would be pushed into the winter and it would cause more heat to be used and push the completion out so that it would miss occupancy scheduled in the spring of 2022. Construction falls into the essential work category and the school has the permits to do the work. Construction companies have a methodology for working together and always are required to use facemasks. Ms. Harris noted that whatever decision made, it needed a full explanation to the community. Because of the emotional state of the community, whatever decision is made would not be considered a sound one. It is the Board of Education's duty to make them understand what made the Board decide to do what it decides.

Mr. Iseli did not want to delay this decision. He understood the financial risks. However, in a year OPRFHS will not be better off making this decision. He stated that the District would be spending \$32 million in the community. Not going forward with it, would pull jobs out of the community as well and that too causes crisis.

Mr. Martire concur with Mr. Iseli. Not making the decision will cost more later. He was willing to issue debt as a hedge, but wanted to continue with the current or a faster timeline. Mr. Iseli agreed on the use of debt.

When Mr. Cofsky first joined the Board of Education, he had a fund balance issue and at the time, the District still is outside of the fund balance target. He considered the fund balance a curse because bad decisions were made. But, it is a blessing that the district now has. As the District looks at spending, what was

communicated that while costs are high, money was not being spent on the facilities. OPRFHS has zero debt and right now is a good time to be borrowing from a big picture perspective. Therefore, he did not support the administration's recommendation to delay the project but to move forward and bring debt.

Dr. Moore stated that nothing she had heard had dissuaded her from moving forward. Permits are in order and assumptions are being made that the building will be empty of students in the summer. Postponing would put the start in the winter. Incurring debt also spreads out the responsibility of this project to future citizens and taxpayers. One cannot overlook the fund balances and the work that has already been done.

Dr. Pruitt-Adams reflected that she had heard Board of Education members say to go into debt to pay for some of these expenses.

Dr. Moore moved to accept the administration's recommendation to postpone the impending construction project, Project 1 (2020 scope: Demo South Café, Construct South Café and Student Resource Center, demo and rebuild Drivers Ed/Duplicating/Mailroom), to a date that is yet to be determined; seconded by Ms. Harris. A roll call vote resulted in all ayes. Motion failed.

**Environmental
Abatement Contract
With EHC Industries,
Inc.**

Dr. Moore moved to approve the environmental abatement contract with EHC Inc.; seconded by Mr. Martire. A roll call vote resulted in all ayes. Motion carried.

**Construction Bid
Package #3**

Dr. Moore moved to approve the Project 1 Bid Package #3 (bid package #3 + construction management costs) to Pepper Construction for \$6,605,348; seconded by Mr. Cofsky. A roll call vote resulted in all ayes. Motion carried.

On April 14, 2020, Pepper Construction opened bid results for Project 1 Bid Package #3. The scope of bid. Package #3 is: site excavation, site utilities, concrete, structural steel and the new elevator for the addition.

The bid process for Project 1 Work Order #3 consisted of ten contractors who submitted sealed bids, 2 bids for excavation, 1 bid for site utilities, 6 bids for concrete, 5 bids for structural steel, and 1 bid for the elevator. Pepper Construction has reviewed the low qualifying bids to verify that these bids contained the required scope.

The total cost of bid package #3 was \$6,605,348. The breakdown is as follows:

- Bid package #3 construction - \$5,379,489
- Pepper construction general conditions and management fees from project inception through the end of 2021 (approximately \$24M in scope) - \$1,225,859

These costs were approximately \$322,000 over budget. This overage will be managed as the administration moves forward in future phases of the project.

The breakdown of the overage is as follows:

- \$50,000 over on base scope
- \$40,000 allowance for damage on the mall after construction
- \$232,000 Served concrete, basement corridor concrete, reinforcing structural steel for the photovoltaic array

Mr. Cofsky asked for a running tally of all of the bids. It was reiterated that this bid was for excavations, the furnishing and installation of new site utilities, all of the concrete for the building, all structural steel furnished and installed and the elevator. This is a fix price bid and this locks in the price for the majority of the core work.

Approval of Settlement Agreement for Specialized Instruction Facility

No action was taken.

Compensation of Essential Workers School Closure

Dr. Pruitt-Adams reported that the administration made the decision to pay essential personnel additional wages during the Mandated School Closure of 1.5 times their normal salary. She then defined the essential personnel.

Buildings & Grounds: Engineers for first and second shifts, seven days a week. During normal operations, three shifts/day are run. In addition, to continue to accept deliveries, a staff member is working the dock full time. A custodian person works on Mondays for food distribution and cleans and sanitizes after the distribution. This custodian also comes in on Fridays to make sure that other areas that have been staffed are cleaned and disinfected (e.g., business office for running payroll, technology for student and faculty support, etc.). A number of skilled maintenance employees (electricians, carpenters) do work that needed to be completed regardless of the building shutdown, such as alterations to comply with fire marshal report, electrical testing, etc. It is important to note that if an emergency were to arise, additional personnel would be required to address the issue.

Campus Safety and Support: Members of the Campus Safety and Support team rotate coverage in the building. On a daily basis, two officers are on the first shift, one on the second shift, and the standard contractual services overnight. One officer maintains the Welcome Center to allow entry to the building, as well as Chromebook drop offs and pickups for both District 200 and District 90. The other officer continually walks the building checking doors as well as the perimeter of the building to address those not complying with social distancing guidelines that have been posted around the entire campus.

Food Service: Beginning March 16, a group of 9-15 Food Service workers has been in the building on Mondays to pack and deliver a current total of 46,578 breakfasts and lunches for Districts 90 and 97 as well meals for the YMCA.

The MOA describes the district’s commitment to pay SEIU employees for hours worked on site at time and one-half. Although Food Services employees are not SEIU, the district plans to pay those employees time and one-half for hours worked on-site. Extra compensation for all essential workers does not exceed

normal overtime costs. We plan to continue using essential employees to support district services. In addition, various skilled maintenance employees will be here to perform critical preventative maintenance and other projects that are time-sensitive and that can be accomplished while the school building is not in use.

The amount of overtime fluctuates from one pay period to the next depending on the needs.

Mr. Cofsky asked how since the building was closed how would this intersect with these essential workers. Mr. Carioscio stated that Mr. Bergmann, director of construction, will be on site and he will work with various contractors. In addition, the engineers are essential employees. He did not believe there would be any other intersection of staff except for getting the seniors their personal belongings.

The MOA has an end date of June 30, 2020. After that date, staff would receive their regular rate of pay.

To date Food Service had prepared 46,500 meals and Ms. Harris commend these people and appreciate the administration's support of them as they could be staying home with their families.

Remote Learning Update

The administration provided an update on remote learning due to the crisis of the COVID-19 Pandemic. A timeline showing the Districts response to Remote Learning was provided below.

- March 12: Division Heads, Fac. Senate, Ed. Tech., & Administration Develop the Plan
- March 13: Students Out & Teacher Development Initial "E-Learning" Plan & Governor Declares "AOG" Days thru March 30
- March 16: First Student E-Learning Day
- March 23-March 27: Spring Break, State Convenes Team to Develop Remote Learning Guidelines, District Team Continues Development of "E-Learning" Guidelines
- March 27: State Releases "Remote Learning Recommendations"
- March 30: Last "AOG" Day; Initial District Guidelines Distributed to Stakeholders
- April 3: Revised Grading & Synchronous Learning Guidelines Distributed
- April 9: Updated "Incomplete" and "Student Engagement" Guidelines

The Remote Learning Plan focused on

1. Attendance
2. Preparing For Remote Learning
3. Feedback and Grading Student Work
4. Responsibilities on Remote Learning Days
5. Expectations for Students
6. Transitioning Back To Regular Attendance Days

The Highlights included:

- Attendance: Movement from period-to-period attendance to daily attendance

- Grading: No harm, maintaining letter grades, using incompletes. So many unknowns about how pass/incompletes would affect scholarships, clearing house eligibility for athletics to hold on to letter grades. Third quarter grades would be used.
- Synchronous Learning: Google Meet is preferred platform; Zoom is used as well. It is about interacting with their classes. Tech support is available.
- Tech Support: Ongoing availability of tech support for students and staff

On April 9, teachers engaged in the first of a series of Remote Learning planning days. During this time, all Divisions

- Re-evaluated and in some cases reduced the priority standards for the remainder of the year given the new e-Learning experience
- Identified a common endpoint given the adjustments to expectations. Information will shared with next year's teacher
- Shared performance tasks & lesson design particularly as it relates to the use of technology

All teacher engaged in self-paced technology professional learning

Additional Remote Learning planning day scheduled for 4/24. Faculty Senate and the administration know that teachers need to have time to plan and share

Teacher survey #1 was administered and 181 teachers responded:

- 69% of teachers are spending 10 or more hours planning/grading
- 92% of teachers are assigning work on average 40 minutes or less per day
- 72% of teachers are using a virtual platform at some point in their instruction and ET has been very supportive

Teacher survey #2 was administered and 207 teachers responded

- 80% Indicate that students are engaging in Remote Learning better than they expected. However, teachers did not expect to be doing remote learning.

The attendance rate was better than average for the first 10 days of remote learning. The District is utilizing the Early Warning System data from Semester 1 and Quarter 3 to identify students who need additional supports.

- Current Quarter 3 failure rate decreased compared to Quarter 3 failure rate from past two years
- PSS teams and other support personnel are using EWS data to prioritize students who have red-flagged Weekly attendance reports and D/F/I lists are being generated and analyzed to further provide supports to any student who is not participating or engaging in their Remote Learning.

Counselor support includes

- Daily contact from counselors to
 - answer questions and communicate the importance of getting and staying engaged in the remote learning experience.
 - assure seniors' graduation requirements are being met.

- support teachers with parent contacts and 504 accommodations
- Struggling students are still discussed at collaborative PSS Team meetings to provide intervention assistance

Ms. Parker noted that pupil support manages attendance and engagement. Students are reacting to COVID 19 with social emotional concerns. They feel helpless. Phone calls have been the best method for contact and motivation. Seniors know what their graduation requirements are and counselors are making sure they pass, so no issues with graduation exist. Social workers and teachers are making referrals. PSS Teams are meeting to see who have the most needs to make sure they feel supportive in getting the work done and that they are not alone.

Social Workers work with student groups on video conferencing platforms.

- A weekly chat platform, QuarantEEN, has been set up to allow any student to jump online for socialization with peers and social workers in an effort to build community.
- Social Workers will be producing podcasts with messages of encouragement and persistence through challenges.
- They are also making calls to chronically absent students and initiating contact with students on their caseload to conduct wellness checks.
- They also continue to act on referrals from classroom teachers.

Academic Enrichment & Tutoring Support

- Academic Enrichment staff are contacting students to offer academic, executive functioning, and emotional support.
- Academic Enrichment staff includes Tia Campbell, West 40 case managers and testing center staff members who are regularly contacting students identified as having failed one or more third quarter classes.
- Academic Enrichment staff are contacting parents of students who have been identified as having failed one or more third quarter classes to offer support and assistance.
- Math tutors are providing virtual tutoring to students.

The messages being sent about coping with COVID-19 are:

- The Challenge: Motivation: The struggle is real, and you are not alone!
- The Challenge: Remote Learning: This is so different from just coming to school.
- The Challenge: Managing Stress: Will it ever end?
- The Challenge: Developing Healthy Habits: Your physical health is connected to your mental health.
- The Challenge: Being the Class of 2020. This was not the way senior year was supposed to end. As a result, an hour-long intervention is spent each day to give suggestions on senior year and to let them know they are supported. They will miss saying goodbye to their teachers.

In Special Education, teachers are continuing to case manage virtually. They are following up with teachers to see how students are performing in class and ensuring

accommodations listed in the IEP Snapshots are being followed. Students are receiving related services from psychologists, social workers, speech pathologists, occupational therapists, physical therapists, and music therapist, via Google Classroom and through scheduled Google Hangout sessions. Weekly activities are planned based upon the student's IEP needs. Staff members take attendance to ensure we are in compliance with federal and state regulations. Paraprofessionals are also supporting their individual students they are assigned to via Google Meet and are documenting this level of support as well.

In addition, administrators attend weekly webinars regarding supporting students with IEP's during remote learning from a curricular and legal perspective. Staff members are made aware of mandates through weekly meetings to ensure that IEP services and staffings continue to take place as outlined in ISBE guidance. Secretarial staff have continued to diligently work preparing necessary documents that are legally required for staffings. Teachers are using the virtual platform as an auditory platform, recording and then using Google Classroom to post assignments, get feedback, respond to questions, etc.

With regard to the surveys, the response rate on the first was less than desired. If the survey had been administered later, the response rate would have been better. Teachers originally thought that this situation was short-term. The second survey's purpose was to ask how the students were engaging.

The administration wanted to make a clear distinction between remote learning and eLearning days. The five PD days will be given to teachers to get through what they need, e.g. assessments, collaboration, etc. Instructional coaches are working with consultants in differentiated education to navigate the remote learning experience. Nothing has been done outside of the District. Teachers are doing all they can to teach in this different platform. They are experiencing the grief of not seeing their students and the nation's situation. Teachers will be allowed space to manage this. When the District returns in a more holistic fashion, a debrief will occur. PD will be structured based on what has been learned. OPRFHS has been collaborate with other districts within the state in regards to processing the state guidelines.

Dr. Moore appreciated the grief that has not been experienced. As looking at Maslow's hierarchy, how is it determined that students are OK? The surveys reached a portion but in terms of understanding racial equity and being concerned with the attendance rates of black students, she wondered how the District would understand the root of that. Do the students have food, internet, TA support, etc.? Ms. McKee is working with various people within the building to find that group of students who are the least engaged. People who have had an existing relationship with a student are being assigned to reach out to them twice a week. The averages of the data are being distributed and the level of that was concerning. The data is run weekly to see if students are improving or if other students need help. Support teams have been extraordinary in assisting with food or technology.

The teachers' emotional wellbeing is very important. The administration is attempting to support them. The African-American staff check in weekly via

Zoom. The administration is checking on teachers that are having a hard time during this time.

Dr. Moore was grateful for this update. In the face of the stressors, she hoped the message from a board of education's standpoint is that this is a daunting, daily upheaval, and all will learn from this. However, working at home is not the same.

Dr. Harris said she is going through the same process as the teachers, and she thanked them because the challenges are real. The faculty is creating the emerging pedagogy right now. The most cutting-edge professionals are those in this building. She acknowledged all of the efforts of every person in the process. She has witnessed it herself.

A note of thank was given to Latonia Jackson for delivering food and hot spots to families in need.

Dr. Moore stated that in terms of community and diversity in both Oak Park and River Forest and being able to meet the needs of a diverse population with a variety of needs, the community needs to be mindful that all are all going through this together.

Dr. Pruitt-Adams noted that the faculty and administration were doing an outstanding effort.

Student Trip Updates The administration provided an update on the student trips. Legal is involved and the district is working with its insurance company on how to recoup monies already paid for the student trips. At the same time, the administration is considering how to make this process more consistent in the future with such things as using one agency, similar forms of payments, agreement between the district and the company, etc. Dr. Pruitt-Adams is continually meeting with parents on these issues. Both the Yellowstone and Tanzania trips are classes and have a summer component. Exchange trips work with travel agents and other schools. A system and formal contractual agreements are needed, as well as levels of approval of those trips. CLIC's liability insurance does not carry travel insurance. In some instances, the parents had the opportunity to take additional insurance and one did, but the others took the basic package.

France canceled the day the flight was to leave. They could not sell seats to someone else on another trip and while they could do a rollover, the agency needed to know who the student was. The travel agent said they would file an insurance claim. There was an issue as to where the claim form was sent originally. The District owes the students \$35 and fees for incidentals.

The company canceled the Tanzania trip and they wanted to charge fees. That is an ongoing discussion.

One member asked if the Board should be making the students whole for these trips across the board. Dr. Pruitt-Adams noted that she could not come with a recommendation to make them whole until she knew how much had been spent and what would ultimately be returned. She needed to provide a summary of what happened for the Board to make a decision. Legal is involved and has said the

district should not reimburse the parents/students because the contracts were made between the parents and the agencies.

Mr. Baron thanked Dr. Pruitt-Adams and everyone else for stepping up extraordinarily. He asked what the legal expenses have been expended so far and what would be the basis for not making the families whole.

Intervention Report The Intervention Report was provided to the Committee of the Whole meeting in April. This is for information only.

Second Quarter Variance Report The Second Quarter Variance Report was provided to the Committee of the Whole meeting in April. This is for information only.

Future Agenda Items None

Elections of Board of Officers Dr. Moore called for nominations for the office of president for a one-year term beginning May 1, 2020.

Mr. Iseli nominated Ms. Dixon Spivy for president; seconded by Mr. Martire.

Mr. Cofsky nominated Dr. Jackie Moore; seconded by Mr. Baron. Dr. Moore declined the nomination.

Hearing no further nominations, she declared the nominations for president closed. Therefore, Sara Dixon Spivy, being the only candidate nominated for the office of president, the chair hereby declared her elected by acclamation and directed the secretary to so record in the minutes.

Dr. Moore then declared that nominations for the office of vice president. For a one-year term beginning May 1, 2020.

Mr. Martire nominated Mr. Iseli for vice president; seconded by Mr. Baron.

Hearing no further nominations, Dr. Moore declared the nominations closed. Therefore, Mr. Iseli being the only candidate nominated for the office of vice president, the chair hereby declares Mr. Iseli elected by acclamation and directs the secretary to so record in the minutes.

Dr. Moore then declared that the nominations for the office of secretary for a one-year term beginning May 1, 2020.

Ms. Dixon Spivy nominated Mr. Ralph Martire for Secretary; seconded by Mr. Baron.

Dr. Moore nominated Mr. Cofsky for Secretary; seconded by Mr. Iseli.

Mr. Martire declined the nomination.

Hearing no further nominations, Dr. Moore declared that the nominations closed.

Therefore, Mr. Cofsky, being the only candidate nominated for the office of secretary, Dr. Moore declared Mr. Cofsky elected by acclamation and directs the secretary to so record in the minutes.

Ms. Dixon Spivy thanked Dr. Moore for her leadership and she was thankful that she was not leaving the Board. She had done a fantastic job regarding *America To Me* and last year's difficulties. She has handled everything with dignity and a true vision for the school.

**Board of Education
Dates**

Dr. Moore moved to approve the Board of Education regular meeting dates for the 2020-21 school year, as presented; seconded by Mr. Baron. A roll call vote resulted in all ayes. Motion carried.

Adjournment

At 11:20 p.m., Dr. Moore moved to adjourn the regular Board of Education meeting; seconded by Mr. Martire. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Craig Iseli
Secretary