

OAK PARK AND RIVER FOREST HIGH SCHOOL
201 North Scoville Avenue
Oak Park, IL 60302

Committee of the Whole
June 13, 2017

A Committee of the Whole Committee meeting was held on June 13, 2017. Dr. Moore called the meeting called to order at 6:35 p.m. in the Board Room. Committee members present were Fred Arkin, Matt Baron, Thomas F. Cofsky, Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy (telephonically). Dr. Joylynn Pruitt-Adams, Superintendent, Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.

Also present were Tod Altenburg, Chief School Business Officer; Amy Hill, Director of Assessment and Research; Brenda Horton, Director of Human Resources; Michael Carioscio, Chief Information Officer; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Karin Sullivan, Director of Communications and Community Relations; and Dr. Gwen Walker-Qualls, Director of Pupil Support Services.

Visitors: Gary Cuneen of Planet Green; Lee Kramer, Faith Nelson, and Kelsey Kaiser, Diana Herrman, Community members; Jason Dennis, Chris Thieme, and Ron Johnson, OPRFHS faculty and staff and Steve Schering of the Oak Leaves.

Public Comments

None

Minutes

Dr. Moore moved to approve the minutes of May 15, 2017 Committee of the Whole minutes; seconded by Mr. Iseli. A voice vote resulted in a motion carried.

PlanIt Green Report Card

Mr. Cuneen reported on the progress that was being made under the nine goals of the Environmental Sustainability Plan for Oak Park and River Forest.

- 1) Energy: Thumbs down. Renewable energy procurement at 4% is not on pace to meet the 2020 goal of 25%. Energy use decreases did not meet 2% annual reduction goal target.
- 2) Transportation: Thumbs sideways. Oak Park has decreased Vehicle Miles Traveled (VMT) by 15% since 2007 and Divvy are here – and while trends are positive both communities have not met the plan’s 3% annual goals around VMT and transit ridership.
- 3) Education: Thumbs up. Private schools joined zero waste efforts in 2016, while efforts in schools to integrate sustainability actions and classroom learning were evident. Community events with sustainability components increased, and the One Earth Film Fest grows and grows.
- 4) Waste: Thumbs Sideways. Total residential material generated has decreased by 19.5% in River Forest since 2007 and in Oak Park by 9.5%, though residential landfill diversion rates (recycling/composting) have not reached the Plan’s original goal of 50% by 2015.

- 5) Water: Thumbs Up. Oak Park saw a 2.3% drop in potable water use from 2014, and its water use reduction trend since 2009 has been 12%. River Forest for the first time in project history showed an increase in use (4%) through its use since 2009 has decreased by 8% - an average of over 1% per year. Institutional rainwater harvesting – led by PDOP, Dominican, and Triton – is gaining steam.
- 6) Food: Thumbs Up. Food recovery projects have increased the number of meals serving people in need, while school based gardens and local, sustainable food options continue to abound.
- 7) Community Development. Thumb sideways. Green alleys, storm water management projects, sustainability components in new zoning codes, and a new River Forest Sustainability Commission lead the highlights, while concerns over balancing green space with new development concerns some.
- 8) Economic Development. Thumbs Up. Major downtown developments and others close by will add over 2,100 new residents to Oak Park – and are prime examples of transit-oriented development and density that reduce reliance on automobiles and build local economies. New businesses with sustainability features complement these new developments to make for a strong surge in our local economy.
- 9) Open Space & Ecosystems. Thumbs Up. 300 new native gardens in both communities are creating habitat connectivity for pollinators, which provides great ecological benefits and makes our communities more beautiful. Policies in relation to non-toxic chemical use are moving forward

Mr. Cuneen reported on a Community Solar and Futures Energy Jobs Action, which is the most aggressive act to have happened in two decades; it would allow entities to buy solar at below market rates currently. He continued that billions of dollars are being invested in this energy source and it is now only a question of when people will get on board. Solar energy is just one venue for large scale projects and it will be available to low and moderate income will have access, as well as nonprofits.

The Committee noted that the Strategic Plan was being updated and a question was asked as to what could be included to help this cause. Mr. Cuneen responded that PlanIt Green was at its disposal to help integrate strategies into broader goals. He suggested pursuing funding that could bring resources to the community. Mr. Cuneen would write a letter in support of those efforts. The IMAGINE OPRF Workgroup could also discuss solar energies, i.e., monitoring what energy is being used. Mr. Cunneen welcomed any requests for assistance.

Summary of 2016-17 Professional Development

Jason Dennis and Amy Hill presented a summary of the 2016-17 Professional Development Activities, a report that is presented annually for the year, which included the activities of Institute and Staff Development Days, the work of the Divisional and Teacher Collaboration Meetings, and other initiatives pursued by each division.

Present at the meeting was Science Teacher Lee Remack who spoke about the work that the Science and Technology Division which worked exclusively on this year to help students construct better evidence-based arguments. The work began with teachers breaking down the related writing standard provided in the Next Generation Science Standards. This breakdown allowed teacher teams to write assessment rubrics that clearly identified the performance criteria that would constitute mastery of the standard. Vertical alignment of that performance criterion was also achieved. For example, our freshman teaching teams focused on foundational performance criteria while sophomore and junior teachers looked to develop student ability beyond what was achieved during freshmen year. Last, the teaching teams looked extensively at work products from students enrolled in each other's class sections. This team of 5 analysis of student work allowed teachers to norm their evaluation of student work achieving consistency. The team analysis also allowed the teaching teams to develop specific lessons and interventions that focus on helping students improve in the specific writing aspects they most needed help with. This work could not have been achieved without the late arrival teacher collaboration

time. The literacy coaches were also critical to the success of this work. By year end, teacher teams consulting with a literacy coach for guidance became the new norm in practice for our teachers a TCT case study.

Being a school-wide initiative, they wanted to have a scientific approach to the writing and used a C-E-R approach--Claim, Evidence, and Reasoning. Students stated a claim, shared the evidence, and presented their reasoning. Sara Rosa helped develop an original Writing Template. They used Google forms to compile student data and student growth cycles, the results of which could be seen immediately when complete. The teachers helped them become writers and introduced different strategies. When asked to write a paragraph, the guiding question was how can the trial and error process be used as an effective learning tool? A peer review process was implemented and students were able to compare their CER's. Scaffolding questions were provided to replace post-lab questions that are traditionally asked. They were labeled questions to help with building paragraphs. The model for the classroom was no lecturing, which was found useful. A four-corner organizer was used to track what they were doing in the lab, writing vocabulary, mapping what they were doing, and then putting them in sentences. Students became more proficient at this over the time. Modifications were made to the template and the writing process, guidance was added to the claim, vocabulary terms were added, and students worked with mixed ability groups on the template and the argument paragraph, the peer review, and group writing using Google Docs in class was very new. Teachers immediately reviewed and commented on student writings, providing specific feedback and helped them to improve their writing skills. The teachers learned about themselves and how to improve their instruction. Throughout first quarter next year, they will look at specific pieces of the argument (i.e. just work on a claim, provide the numerical evidence, etc.)

The AWE process allowed students to see connections between writing in English classes and their other classes. Students were less resistant to doing the writing as it was a school-wide initiative. Students of all ability groups were grouped together. Students liked to be able to talk with each other about their writings and teachers are more comfortable teaching writing now.

In summary, 26 groups focused on the same arguments across divisions and what made it work was common standards, student pre-assessment, and reiterative fashion to have an intervention and to see if a need continued. Gratitude was expressed for the Instructional Coaching teachers. The results of this endeavor were presented to 30 or 40 teachers in May during the "Share The Wealth" presentations. Chrome Book utilization was not a measurement of PD assessment and, thus, no data could be shared about that.

Student responses to survey questions were that teachers had provided good feedback, they wanted more time, and they wanted smaller groups. In addition to the presentations made during Share the Wealth and to the Board of Education, the school follows up with teachers via evaluations, instructional coaches, and, at the highest level, the student outcome measures. TCT is changing teaching practice and student performance. Many teachers use this as part of the student growth evaluation. A committee member asked that something be provided that showed by division what they were doing and how it affected student growth, i.e., how it increases students' learning.

Matt Kirkpatrick was credited for suggesting the objective of arguing the evidence, i.e., a uniform argument that shows up in everything and in every division, etc. Because it fell apart after that, more arguments will be added next year. Additional standards on reading will also be added next year. Many teachers said that the students' skills will accelerate dramatically because all teachers are using similar language and seeing connections. One member asked how the objections can be linked to 1) understanding how students are scoring? What are the gaps and issues; and 2) how do these standards line up with the Strategic Plan? If student improvement was the intent, it should be linked to the Strategic Plan. What are those things that are attempting to be improved? The administration responded that transition is driven by the SAT and, thus, the skills of the close reading, annotating, etc. were chosen specifically. Data from the SAT and PSAT were used and the administration looked at scores to see the obvious and determine the focus for next year.

Hanover Proposal

In April, the administration began a conversation with Hanover Research, an information services firm that became known to us through our Minority Student Achievement Network (MSAN) colleagues in Arlington, VA and Shaker Heights, Ohio. It offers a range of supports for long-term, data-driven planning and solutions. The administration believed that a partnership with Hanover would provide essential support for the full implementation of the strategic plan and other key initiatives, including instructional coaching. The Committee was asked to provide its perspective on what might be possible for Hanover to provide relative to the Strategic Plan. OPRFHS would also have access to Hanover's library of reports.

How would this data gathering relate to the services being provided by Dr. Lincoln Chandler? The response was that Dr. Chandler's work informs aspects of the Strategic Plan and the administration will continue to build on that work. If the school continues to use his services, this would complement the work that he would do. The administration stated that Hanover's research is extensive relative to best practices and data analysis. A request was made to know who was using the best practices.

The administration tried to identify potential collaborations with Hanover, i.e., best practices for supporting transitions, climate surveys with stakeholders, benchmarking student of how peer districts address equity and improve culture and climate, analysis of students' course taking patterns, an evaluation framework for CARE initiative. Dr. Chandler could do some of that work and some alignment in putting this together. The proposal includes District's receipt of 1 white paper per semester.

One member asked what Hanover has done in other districts, i.e., has it moved the bar? How was this was being a supportive, collegial environment from a research standpoint. What would Hanover do beyond the survey aspects that the District could not do internally, i.e., in terms of Data Warehouse and make use of resources? Where is the proof that this work will further the District's goals, particularly relevant to student instruction and achievement? The administration responded that the anecdotal feedback has been positive and it has worked to move a district forward. The key piece is what the District will do with the data once it has it. One member was concerned that this proposal did not articulate what the District was going to do with its work. The Administration noted that the intention of the District when it invested in the Data Warehouse Program was to do data analysis differently and link it with Skyward. OPRFHS has many things to analyze and to prioritize. Hanover is not an implementation organization. And, the thought was raised that OPRFHS may not have the level of expertise in house that may be necessary to assess the data, but Hanover would have that expertise. It has professional researchers at the university level and it had developed instruments as part of what they do. It would bring a different skill set.

One committee member reflected that this organization would provide resources to use as the District goes through the implementation of the Strategic Plan. It is up to the District to ask for and use the information. The utilization and implementation of Strategic Plan have not done that. Dr. Pruitt Adams had this member's confidence that it would be used appropriately. DLT asked the same questions in its meetings. What will be done differently with this information? It wants to identify specific places in the Strategic Plan where it thought this research will help. One member wanted to be specific in terms of what the District would ask of Hanover, as to have this as a general concept was uncomfortable.

An administrator stated that much of the work in the Strategic Plan will be layered onto the administration's day-to-day work. If the Strategic Plan is to be successful, Hanover will help make the plan come off the page.

One member reiterated the desire for specific information as to how Hanover had helped districts move the needle.

Equal Opportunity Schools Update

Dr. Pruitt-Adams reported that the District continues to communicate with EOS and getting clarity on the Memorandum of Understanding (MOU). Some discourse on confidentiality of data, i.e., the amount of data, indemnification of data is occurring. Second-year clients, there is still the level of data that has the potential of being shared. The conversation occurred with Ms. Hill, Mr. Johnson, Mr. Rouse, and Mr. Dennis about what the District would do to identify students and get them placed appropriately. Mr. Johnson offered to spearhead that endeavor.

Institute Day

The Board of Education will be asked to approve the Institute Day August 17 Agenda at its regular meeting on June 22, 2017. Board members were invited to attend this event.

Policy 2:260, Uniform Grievance

The Committee of the Whole members recommended that Policy 2:260, Uniform Grievance, be moved forward to the full Board of Education for approval of first reading on June 22. The changes reflect procedures that will make the process more transparent. The changes being presented reflected the collaborative work among the administration, faculty and staff, legal counsel, the student voice, and the Rape Victims Advocacy Group.

Policy 7:20, Harassment of Students Prohibited

It was the consensus of the Committee of the Whole to recommend that the Board of Education approve this policy with the addition of the definition of “consent” at its regular meeting on June 22. This policy outlines the consistent procedures with the Policy 2:260, Uniform Grievance Policy. A procedures and flow chart was included. Senate Bill 100 requires the District to provide training for all students.

Student Handbook

The Committee of the Whole members were presented with the 2017-18 Student Handbook/Code of Conduct changes. It was their recommendation to forward these changes to the Board of Education for approval at its regular June 22 meeting.

The Culture, Climate, and Behavior Committee (CCB) worked collaboratively with stakeholders to investigate non-punitive measures to change student behavior with the goal of enhancing school climate. It hoped to produce a new code of conduct and 3- to 5-year plan to facilitate that. As a result, the CCB reached consensus to recommend that the Board of Education approve the 2015-16 Student Handbook and Code of Conduct as the 2016-17 Student Handbook and Code of Conduct; except for appropriate edits based upon changes in personnel and the implications of Senate Bill 100, which addresses policies and procedures for out-of-school suspensions which were required to be in effect no later than September 15, 2016, the handbook remains the same.

The Sexual Harassment Policy Revision Committee recommended changes to Board of Education Policy 7:20, Harassment of Students - Prohibited, as well as to Policy 2:260, Uniform Grievance. Although the full policies will not be in the Handbook due to timing, summaries were included, as well as the procedures for reporting and investigating. Presented changes to the Student Dress Code address student concerns related to hats and attire. A suggestion was made to add “Halloween” before the word “costumes”.

A request was made to receive information about the communications, training and guidance teachers receive regarding student-teacher boundaries. Training for the Safety and Security team was scheduled by Ms. Horton. Suggestions for next year’s training as it relates to sexual harassment have been offered. The CCB will meet again in August and the conversations will continue. A suggestion was made for CCB to identify a couple of issues to resolve each year.

Discussion ensued about the enforcement of the Code of Conduct, especially as it has to do with alcohol. The administration responded that all athletes and their parents attend a mandatory meeting where the Code of

Conduct is reviewed and both parents and students sign a statement saying that they understand the consequences in the Code of Conduct.

The Committee recessed at 7:57 p.m. and resumed at 8:01 p.m.

Strategic Plan Update

An update on the Strategic Plan was given. A working document will be brought to the Board of Education for approval on June 22. Dr. Pruitt-Adams reviewed the process that had been undertaken to bring this document forward. The members of the Strategic Plan Moving Forward to Implementation had reviewed the document and made reviews. The Board of Education will review and approve this document annually. Individual DLT and BLT members will be assigned to each goal/strategy. The dates had been removed from this document and they will be considered after the July 13 Board of Education retreat. Data points will be reviewed and the focus will be identified for the 2017-18 school year. In August the Implementation Planning Teams composed of administration, faculty, and staff will finalize the strategies and action steps. This plan is about teamwork, including the Superintendent who is responsible for implementing and monitoring the work that leads to the desired outcomes and then annual reviews. The timeline for review by the Board of Education will be as follows.

1. December - Accountability Team Meeting
2. January - Board Presentation
3. April Board and Accountability Team Updates
4. June - The entire committee will meet. Board Meeting. Any missing data points will be gathered during the summer. Doable tasks will be identified as well as the anticipated end result. Anticipate goal, targets, action steps implemented to date, Likert scale, is on track, barriers and responses to them.

Revised Plan

1. Assigned DLT Ownership
2. Removed target completion dates and action item owners - to allow action teams to fill in these fields
3. Incorporated the "must haves" for feedback as identified by SP committee
4. Created a glossary of terms.

The accountability team will be to provide oversight, feedback, and guidance. It will be composed of students, faculty, staff, board, community members, who are not members of any action team. Each of the 6 Strategic Plan goal will have a subcommittee. The entire accountability team will meet 3 to 4 times per year.

Next steps:

- Feedback
- Strategies, Action, Data Points, Timeline
- Complete SMART Goals - team feedback - April
- Solicit additional feedback - May
- Next meeting June 5
- Board Approval of Amended Plan - June 22
- August 2017 - Target completion dates and action ownerships published
- End of Q1 2017 - strategic plan focus and priorities published.

Discussion ensued. With regard to the goal of Holistic Community Education (HCE) Goal, the overarching owners are the Director of Assessment and the Director of Community Relations and Communication. The Director of Assessment will be in charge of Strategy 1. Action steps were aligned and exploration of getting data from Districts 90 and 97. The Assistant Superintendent of Curriculum and Instruction will be in charge of Strategy 2 as he will have a direct relationship with colleges and universities. The timeline will need revision.

The previous Board of Education goals could be directly aligned with the overarching goals of the Strategic Plan. The goals are tied to the governance aspect of the Board's work. Under HCE, there is a piece about governance tied to the Board. The Strategic Plan goals can be adjusted to meet the Board of Education goals if they do not already do so.

Discussion ensued about implementing an accountability committee, as one member felt that the goals of DLT would be significant and that an accountability team could help to evaluate the performance of the goals. Such a committee could also bring barriers to the Board of Education and ask for guidance; it would lend itself to being more transparent with the community. It is an issue of balancing. Any barriers would not be a reflection of DLT, but a way to brainstorm different ways of communicating. The administration has tasks and project sheets that will be worked on routinely.

One member appreciated the process, the focus, the support of the working document through the life cycle of a plan, and the accountability. Reading the plan through the lens of student achievement, the member was asked "What does it say will be the final product? Goal 1 has no end zone. Goal 2 has no end zone. Goal 3: ensure 90% of students feel welcome; 4) Goal 4 increase by 25% the students earning honors and with increased students of color and SEL credit." Both Mr. Cofsky and Dr. Moore had been members of the Strategic Plan Operations Committee. Before the committee had been disbanded, the discussion was about the need for SMART goals or general language. An example of SMART goals could be to decrease by "x" the number of students that require remediation. Dr. Pruitt-Adams had understood that the first Board of Education that reviewed the document had changed it dramatically and people may have felt frustrated that their initial work was not valued. This document is a compromise. How the District sees the Equity and Holistic Community Education goal will give a foundation as this moves forward. Another member felt deliverables were helpful. The goal and strategy are to eliminate the achievement gap by 2021.

It was the consensus of the Committee to bring this forward for approval as a working document at the regular June Board meeting. However, one member felt that there should be 4 or 5 key metrics that will show what the finish line will look like, i.e., a scorecard.

Timekeeper System RFP

It was the consensus of the Committee of the Whole to review and recommend the time keeping contract be awarded to Andrews Technology at the regular June Board of Education meeting. The current timekeeper system is outdated and has limitations to its functionality and flexibility that employees, supervisors, and administrators use daily, which contributes to some of the difficulties serving the needs of the District employees. The administration considered a system that would have a significant tie-in with the departments of Human Resources and Business Office. A matrix was used to determine a solution to the concerns relative to data, hosting on another server, etc.

The evaluation committee evaluated and scored each proposal on the critical system criteria listed in the RFP document. The highest scoring proposal was Andrews Technology Novatime Timekeeper System. Andrews Technology met all the requirements listed in the Request for Proposal specifications. The reference feedback received for Andrews Technology was overall outstanding. The contract amount is \$39,410 and \$50,000 had been budgeted.

The indemnification language is about third party claims. Both parties agree to indemnify, reimburse and hold each other harmless against any and all liabilities, claims, damages, suits, causes of action, losses, costs, expenses and fees, including attorney fees, that either of us incurs arising out of or occurring in connection with the other's negligent, reckless or intentional misconduct or breach of their obligations under this Agreement.

When asked if Skyward had been considered, it was noted that Skyward is a student information system with shortcomings in split differentials; Andrews can accommodate these, making it a smooth operation.

CDW Network Equipment Purchase E-Rate 470 Bid

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the contract for purchasing the Network Equipment Purchase - Erate 470 for eligible switches and wireless access points to CDW at its regular meeting in June. The contract amount is \$41,496.90 and the amount budgeted is \$50,000.

Boom Contract for Homecoming DJ Services

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the contract for DJ services at the 2017 Homecoming with BOOM Entertainment in the amount of \$29,888.40 at its June 22 meeting. The money was raised via student contributions, and does not come out of the school budget.

Physical Therapist Service Contract

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the contract with Supplemental Health Care for physical therapy services in the amount of \$62,000 at its June 22 meeting.

Occupational Therapy Service Contract

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the contract with HealthPRO Rehabilitation for occupational therapy services in the amount of \$52,000 at its June 22 meeting. These services are for mandated services during the summer.

All-Ways Medical Carrier Contract Renewal

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the contract with All-Ways Medical Carrier Contract Renewal in the amount of \$157,099 to transport students who are medically fragile and is mandated by an IEP. The contract reflects an increase of only 2.5% for transporting the same number of students as last year.

It was noted that the District did not have to go out to bid on this contract because, after the 5th year of a rollover, the rollover can continue until the District has been solicited. Some of the larger bus companies are trying to address this market and offering higher rates to attract drivers.

Grand Prairie Transit Special Education Transportation Contract Renewal

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the contract with Grand Prairie Transit to transport special education students for the 2017-18 school year at its regular June meeting. The new contractual cost will be \$1,491,821.88 per year, which reflects a 6% increase over last year. OPRFHS has been under the market for the last two years.

First Student Transportation for Field Trip and Extra-curricular Trips Contract Renewal

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the renewal of the contract with First Student Transportation for Field Trip and Extra-curricular Trips for the 2017-18 school year at its regular June meeting. The new contractual cost will be \$322,944.01, representing only a 2.5% increase, because of the relationship that has been built with it over the last two years. First Student is currently driving the market with 13% to 18% increases. If the District went out to bid for this service, a big increase could be the result.

Securatex Building Security Services Contract Renewal

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the renewal of the contract with Securatex Building Security Services at its regular June 22 meeting. This will be the fourth contract extension. Again, by law, the District is allowed to extend a contract on an annual basis until

solicited by a firm to bid the service out. To date, the District has not been solicited. The contractual cost is \$14.52 per hour (same as last year) and the annual estimated expense is \$45,560.

CLIC Renewal of Property, Casualty, Liability and Worker's Comp

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the renewals of insurance for property, casualty, student accident, workers' compensation and fiduciary liability at its regular June 22 meeting for the 2017-18 school year. The total cost of these insurances reflects a decrease of 14.3%.

Note: Mr. Arkin is in the process of understanding the loss history. He noted that by switching carriers and unbundling property from casualty, it had saved \$5,000. School board legal liability limits are \$1 million and \$45,000 extra. He questioned whether the 1 million in cyber liability was adequate. Traveler is one of the biggest writers of cyber liability. The District will explore alternative quotes for this. He asked the rate of the workers' comp renewal, rather than the aggregate of the premium. When he looked at the standard promulgated rates in the state of Illinois, the modified premium is higher than what it should be. He wanted to look at the rates. He has reviewed the loss. Mr. Arkin felt there was an issue to address in terms of claims because the District has big and little years due to frequency and severity noted by paying 13% more than the average school district. The broker needs to assist in remediating these issues.

Transfer from O&M to Capital Projects

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the Resolution to Transfer of Funds from the O&M Fund to the Capital Projects Fund in the amount of \$3,792,513, at its regular June 22 meeting.

The Illinois Program Accounting Manual (IPAM) requires the District to establish the Capital Projects Fund in order to record expenditures related to construction projects. The Capital Projects Fund receives monies for construction projects via a transfer from the Operations and Maintenance Fund. This transfer will cover the costs of the uncompleted construction projects at July 1, 2016, the beginning of the fiscal year, and the projects for summer 2017.

Mr. Cofsky supported this transfer and noted that the Board of Education needs to have discussion about moving more of the fund balance to the capital fund. It is in the Long-term Facilities Plan and some of the changes in the law might cause OPRFHS to be penalized. He advocated transferring more.

Board of Education Committee and Liaison Assignments

Dr. Moore made suggestions as to liaison assignments to the parent-sponsored committees. She will confer with Dr. Pruitt-Adams about intergovernmental and external committee assignments.

A suggestion was made for OPRFHS to participate in District 97's CLAIM committee.

New Business

None

Adjournment

At 9:25 p.m., Dr. Moore moved to adjourn the meeting; seconded by Mr. Baron. A voice vote resulted in all ayes.

Submitted by Gail Kalmerton
Clerk of the Board