

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

**Committee of the Whole Meeting**  
**August 14, 2018**

A Committee of the Whole Committee meeting was held on August 14, 2018. 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, Jennifer Cassell, Thomas F. Cofsky (attended telephonically), Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy, as well as Dr. Joylynn Pruitt Adams, Superintendent; and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.

Also present were: Michael Carioscio, Chief Operations Officer, Karin Sullivan, Director of Communications; Greg Johnson, Assistant Superintendent of Curriculum and Instruction; Nathaniel L. Rouse, Principal; Chris Thieme, Senior Director of Technology, Roxana Sanders, Senior Director of Human REsources; Dr. Gwendolyn Walker Qualls, Director of Pupil Support Services. Senior Director of Human Resources; and Cyndi Sidor, Interim Chief School Business Officer.

Visitors: Robert Grossi, consultant, Lynn Kamenista, co-chair of IMAGINE; and Steve Schering of the *Oak Leaves*

**Public Comments**

Lynn Kamenista spoke as a community member, an OPRFHS parent, and a member of the IMAGINE team. She attended the screening of *America to Me*, and she came away excited as it shined a bright light on equity honestly at OPRFHS and the Oak Park and River Forest communities. She thanked the Board of Education who voted to approve it. She did not want to treat equity and the master facilities plan as separate conversations. They had overlapping and interwoven issues. She hoped that the Board of Education and the public saw it in the same light. IMAGINE listened to hundreds of students and staff and researched how facilities shape what happens in schools. Students want to spend more time in the building after school. Facilities will impact all students..

She stressed the importance of extracurricular activities and engaging students, particularly students of color. Research shows that students who participated in extracurricular events do better in their academics. In the thinking about facilities, one must not fall into the trap of treating extracurricular activities as competing for resources. They are complementary and often happen in the same spaces. Curricular and extracurricular activities are both key to student achievement. The Master Facilities Plan will support the extracurricular needs of the students.

**Minutes**

Dr. Moore moved to approve the minutes of the June 19, 2018 Committee of the Whole meeting; seconded by Ms. Dixon Spivy. A voice vote resulted in motion carried.

**Program Evaluation Timeline**

The Committee of the Whole was presented with a program evaluation timeline, guidelines, a Google form to be used to submit basic program information, and an evaluation framework.

The guidelines were designed to provide a basic format and methodology for program evaluations in District 200. Formats and evaluation methods are expected to differ significantly between programs. However, at a minimum, all program evaluations should include five components: a cover page, evaluation overview, data collection procedures, analysis and reporting, and major findings.

A report on each of the programs listed in the packet will be presented to the Board of Education. To give substantive reports, reports will be made biannually to the Board of Education. However, internally, the Administration will continually be evaluating the programs. Any program that is grant related will be presented to the Board annually, as it is a requirement. CCB recommendations will be presented more frequently.

Suggestions from the Committee members included:

- 1) Focus on outcomes versus the equation of cost.
- 2) Ask what Strategic Plan metrics does this program improve and what impact are they making.
- 3) Under Part Five: Major Findings in the Guidelines, make it clearer in the last three bullet points to note unintended consequences. What was learned from the things that did not work just as well as what was learned and what made it work?
- 4) Training of staff in the evaluation process is very critical.
- 5) Change the wording in the OPRF Program Evaluation Framework under Organization, Support and Change, bullet 3 to “What are the challenges implementing the program and how were those addressed?”

In response to the question about how to combat survey fatigue, the administration noted it was looking at ways to combine surveys. Also, data can be gathered via student focus groups, etc. Both qualitative and quantitative data will be collected. Once a program has been evaluated, the outcome of the recommendations will be reflected on in the next report.

### **America to Me**

Ms. Sullivan reported that the “private” showing of America to Me was well attended, and a great panel discussion followed. The *Wednesday Journal* editorial covered it well.

The first episode will be shown on August 26 at 7:00 p.m. in the OPRFHS auditorium. Other than the week of Labor Day, the subsequent episodes will be shown on Mondays at 7:00 p.m. More than 135 people were signed up for the training for discussion leaders. Francis Kraft will facilitate the training. The final episode will occur on Sunday, October 28. Ms. Kraft is also working on a town hall meeting on November 4 with the New York Times writer from the race-related column and the theme will be “Where do we go from here?” Every school will receive a K-12 license and restricted from showing on Sundays, and they are able to have discussions. Participant Media will pay OPRFHS’ subscription fee for STARZ for the viewings.

### **Policy for First Reading**

It was the consensus of the Committee members to recommend that the Board of Education approves these policies at its regular meeting on August 23 for first reading.

<b>Policy</b>	<b>Explanation and Recommended Action</b>
1. <a href="#">Policy 4:20, Fund Balances</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy, however it will review this policy again by the end of the year.
2. <a href="#">Policy 6:10, Educational Philosophy and Objectives</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy.
3. <a href="#">Policy 6:30, Organization of Instruction</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy.
4. <a href="#">Policy 8:25, Advertising and Distributing Materials in Schools Provided by Non-School Related Entities</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy.
5. <a href="#">Policy 2:105, Ethics and Gift Ban</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy.
6. <a href="#">Policy 2:170 Procurement of Architectural, Engineering, and Land Surveying Services</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy.
7. <a href="#">Policy 6:120, Education of Children with Disabilities</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends that the age should be 14 – 21, versus the IASB recommendation of 15 – 21.
8. <a href="#">Policy 6:250, Community Resource Persons and Volunteers</a>	IASB recommends, and the administration concurs with the update to reflect a long-standing School Code provision that schools may use resource persons and volunteers for crisis intervention services
9. <a href="#">Policy 6:135-1- Accelerated Placement Program</a>	The IASB presented this new policy and the administration agrees and accepts PRESS' recommendations, including the optional language.
10. <a href="#">Policy 6:190, Extracurricular and Co-curricular Activities</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy.
11. <a href="#">Policy 4:140, Waiver of Student Fees</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy.
12. <a href="#">Policy 7:340, Student Records</a>	IASB recommends, and the administration concurs, with adding the sentence: A student or the student's parent/guardian may request, in writing, that scores received on college entrance examinations be included on the student's academic transcript."
13. <a href="#">Policy 8:25, Advertising and Distributing Materials in Schools Provided by Non-School Related Entities</a>	The IASB presented this policy as part of a 5-year review. The Administration recommends no changes to the policy.

### **Culture, Climate and Behavior Committee Recommendations**

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the CCB Recommendations at its regular August Board of Education Meeting as presented. The administration reviewed the recommendations, the status, the ownership of the areas, and the timelines, as presented in the packet. Discussion ensued.

It was clarified that both District and Band Leadership teams would rotate in the morning at different doors in the building to greet students.

ADA members participated in Restorative Justice Practices training in early August. At that meeting, the group realized that it could be proactive rather than just reactive. While the inventoring RJ practices in the building are scheduled from October to December, which does not preclude any implementation of RFP during that time. The All-District Administrators Committee (ADA) will use this information to build on techniques to connect with students. A group of staff has already participated in RJP training and, thus, the District does not have to start from zero. Pam Fenning of Loyola University, a trainer of Restorative Justice Practices, said to focus on the indicators that are causing students to be sent to MENTA and what the leaders are doing to cause those actions. The plan will eventually lend itself well to the racial equity work in this district. Also, courses are offered for certification in Restorative Justice, and the Deans and Division Heads can participate. Administrators need to have a level of understanding about peace circles before they are incorporated.

Ms. Cassell thanked Dr. Pruitt-Adams for her leadership. While the scope is very broad, she had done a great job working with her team.

Board member Baron supported video recording as many of the board's meetings as possible, noting that all meetings are important. He pointed out the recent increase in the high school's social media postings by the new Communications staffer, which have promoted widespread community engagement. Similarly, there would be significant benefit from the Board videotaping meetings to raise awareness of many initiatives. Board member Spivy said that video-recording was done a few years ago for some meetings, but was stopped largely because of cost concerns, not a desire to be less transparent. She added that it may be time to re-explore the idea of video-recording meetings.

### **Board of Education Goals**

The Board of Education discussed its progress on the 2017-18 goals and considered what its goals should be for the 2018-19.

One member felt that the District was on track with its goals 1) Monitor goals and activities of Strategic Plan as prioritized by the superintendent, for the 2017- 18 school year, and 2) Establish district policies and practices related to school climate and code of conduct through review and approval of the 2017-18 Culture Climate and Behavior Committee (CCBC) recommendations. However, the District was not on track with goals 3) Approve a hiring policy in order to employ the most highly qualified, creative and student-focused faculty in the region; 4) Develop a Long-term (5-10 year) Financial Framework building on District 200 Policy 4:20, and 5) Improve Board effectiveness through community outreach, professional development and self-evaluation. However, for Goal 3, the District now has the right personnel in place. The District desires to hire minorities to balance its faculty and staff so that it mirrors the demographics of the student body. Several members hoped that Goal 3 would be this year's top priority. While one member suggested having a goal to grow-our-own teachers by encouraging students to look at education as a profession, another member felt such a program would be a component of an action step. Dr. Pruitt-Adams said the lack of progress on 3 was due to transition and functioning without a solid human resources person. Once Ms. Sanders has an opportunity to review a draft hiring protocol that was put together, it will be brought to the Board of Education. With regarding to Goal 4, the administration chose to wait until another strong foundation was had to bring that forward to the Board of

Education. Progress is being made. One member stated that work had been done in the past on Goal 3 and 4 relative to a compensation philosophy and metrics in finance.

The Board will also need to talk about how to improve effectiveness with regard to community outreach and how that will be monitored and evaluated.

Committee members were encouraged to send any comments they might have to Ms. Kalmerton for further consideration.

### **Presentation of Resolution to Display the Tentative Budget and the Tentative Budget**

Mr. Grossi's background included working with school districts for 30 years in various capacities, and with the ISBE. He is familiar with the old and new school funding formulas, noting that OPRFHS is the type of district that is the most vulnerable. His role at OPRFHS is to support Ms. Sidor and give additional financial guidance as it relates to IMAGINE.

Mr. Grossi and Ms. Sidor were working on the budget. Currently, OPRFHS has total revenues of \$80,106,522 million, total expenditures of \$85,510,698 million and a total deficit of \$4 million. If one subtracts the Operating Funds (Education Fund, Operations and Maintenance and Working Cash Fund), it has a \$1.1 million deficit. When putting this budget together, OPRFHS has a unique challenge as its daily financial software is done on a cash basis, and the audit is done on a modified accrual method. He believes this causes problems. He distributed a new tentative budget.

When the Board of Education approved the tentative budget last year, total salaries on financial system showed \$48 million, and the Board of Education approved just under \$47 million. After approval, the audit adjustments changed it to modified accrual. The auditors brought down salaries by \$3 million to \$43 million. If the Board of Education had known that, would it have approved salaries of \$48 million?

What built the budget were cash basis numbers and what is in the audit is modified accrual basis numbers. In 2017, the Board of Education approved an aggregate \$2.6 million deficit and ended up with a \$4.8 million surplus--a \$7 million difference. So in 2018, total salaries are under \$48 million in the system. The challenge is, does the District build off that or make the assumption that salaries will be \$3 million lower and build the budget off of that number. Before the final budget is brought forward, Ms. Sidor and he will meet with the auditors to work on the audit adjustments they will make. Many districts have this issue. Note: Both the accrual or cash accounting method are allowed by the ISBE.

The budget brought in September will be more representative of the final numbers. They would put the budget on display as it is now. He noted that it was common for school districts to amend the budget before the end of the year. He wanted to make sure that the Board knew that the final budget might differ from the tentative budget.

Mr. Cofsky stated that in 2013 when the Finance Advisory Committee was evaluating the finances of the District, a concern was expressed that the budget was based on the prior year's budget and it had baked in inadequacies, so significant improvements were made, but they did not fix everything. He wanted things to move in the cash versus modified accrual basis and looked forward to receiving Mr. Grossi's findings.

Mr. Iseli noted that it was important to look at a budget in the context of the previous year audit and forecast and then go forward. As adjustments are made, he asked that past data be presented in the same format as the new information. Is the deficit real or is it an adjustment mechanism from the audit? He wanted to make the presentation as simplified as possible. Mr. Arkin concurred. He also asked for an explanation of the large number in the Tort Fund. Mr. Grossi stated that during the initial preparation of the tentative budget, funds 81 and 82, which are tied to the District's medical funds, rolled into fund 80 (Tort Immunity) when the budget downloaded into the State budget form. This should not happen as the medical fund is an account where funds flow in and out to cover claims. The additional revenues that were pulled into fund 80 on the State budget form are merely District funds that were budgeted to be transferred into the medical fund. This has nothing to do with the Tort fund. It is not an additional revenue source and has been pulled out of the budget.

Cash basis accounting is simpler than the modified accrual method. Whenever a check is cut, or a check is received, it goes into that fiscal year. The accrual system works such that if teachers are paid in July and August for the previous year, those monies can be pushed back into the previous fiscal year. If the district receives \$500,000 within 60 days of the previous year's budget, they will move it back into the previous year's budget. The fund balance dropped approximately \$2 million from July 2017.

Mr. Grossi stated that he would revisit the Forecast 5 projections.

Discussion ensued about some of the Board of Education's members wanting to have information relative to the staffing in each department as that is the biggest way the Board of Education can help manage the budget by understanding the FTE, salaries, costs, and the FTE assumptions.

**Future Agenda Items:**

- 1) Graduation Dress
- 2) Tri-Board Equity Committee Recommendations
- 3) Status on items requested in the past
- 4) More discussion about FTE in each department

**Adjournment**

At 8:05 p.m., Dr. Moore moved to adjourn, seconded by Mr. Iseli. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton  
Clerk of the Board