

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

**Committee of the Whole Meeting**  
**October 16, 2018**

A Committee of the Whole Committee meeting was held on October 16, 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, Craig Iseli (arrived at 7:15 p.m.), 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; and Cyndi Sidor, Interim Chief School Business Officer.

**Visitors:** Dori and Marty Bernstein, Mary Bird, D. Br., Z. Bulut, Anthony Clark, Karen and Naomi Coke, Kitty Conklin, Wendy Daniels, Amy Dean, Linda Francis, Gina Harris, Rachel Hindeny, Wyanetta Johnson, Heidi Kieselstein, Bruce & Maureen Kleinman, Francis Kraft, Tom MacMillan, Melanie McQueen, Patrick O'Shaughnessy, Jenna Russell, Ken Wahlstrom, Robert Grossi, Consultant; Steve Schering of the *Oak Leaves*; OPRFHS faculty and staff Doug Banks, Kewaun Carter, Carolyn Gust, Jason Lee, Katie O'Keefe, Fred Preuss, Jonathan Weintraub, Earline McLauren, Michael Romain of the *Wednesday Journal*, and Elizabeth Hennessey of William Blair & Company.

**Public Comments**

John Duffy, Chairperson of the Committee for Equity and Excellence in Education (CEEE), read the following statement: "I present to you a Racial Equity Policy proposal endorsed by APPLE, CEEE, and SUA. We appreciate that last month Principal Rouse put forth what was called a Racial Equity Framework. In our eyes, that presentation was a lofty set of racial equity-minded goals, but it was not a racial equity lens policy.

"Actually achieving such imperative goals, as we have stressed with our participation around revising D 200 hiring, supporting and retaining more teachers of color is much more likely when a racial equity lens guides and accounts for both the process and results of racial equity efforts.

"Dr. Pruitt-Adams, on September 29, two years ago embraced the power of a Racial Equity policy in her presentation on revising the 2014 Strategic Plan with its central emphasis on racial equity.

"Without a formal racial equity policy in place and in practice in District 200, decision-making rationales and protocols, no matter how well intended, can miss their mark or be simply abandoned with the inevitable arrival of new administrators, new school boards and changing faculty.

"We believe the policy we propose contains the essential features of a strong racial equity policy. We offer it as our starting place. Certainly, we and this board can learn much with the guidance of community racial equity experts like Terry Kelleher who has addressed this board in the past and has worked with the District's ATM community viewing and processing.

"Last month, District 200 leaders, with the premiere of ATM, promised to make OPRFHS a national model for racial equity practices. Without Racial Equity Policy with the key the features we propose

tonight, we can hardly begin to realize such an idealistic vision or move closer to a day when race is no longer a predictor of student opportunities to learn, a predictor of achievement, or a predictor of discipline infractions.

“We also assert that in adopting a racial equity policy and its concomitant tools District 200 should that advance that work with strong considerations for the intersectionality of human identities. We believe that nurturing racial equity in our school is emboldened when we join in collaboration with our feeder districts, township and village governments as proposed in a special presentation by Terry Keller to the Oak Park Village Board in January of this year.

“Over a half century ago a wide range of Civil Rights Laws were passed to help bring an end to our nation’s long, destructive history of racial oppression, violence, discrimination and the disenfranchisement of African Americans, Latinx, and women. More recently, this district has advanced the dignity of our students in adopting policy guidelines that demonstrate a commitment to gender and transgender human rights and dignity.

“Yet, since the tumultuous days of the Civil Rights Era, despite progress in redressing racial injustice, today disturbing racial inequity indicators painfully persist across our nation and throughout public education, criminal justice, jobs, housing, health, and in our school community.

“This proposed racial equity policy is a statement of faith and hope that we can do much better for all of our students. I urge all in this room to have the moral and political will to do so by supporting the adoption and faithful implementation of a racial equity policy.”

Mary Bird, as a parent of three graduates and community member, recommended that the Board of Education adopt a racial equity policy to guide its decisions. OPRFHS was fortunate to have Board of Education members committed to it as well as teachers and community members, but she asked why this was not happening. An intentional framework is needed.

Anthony Clark thanked everyone for their attendance at this meeting. He noted that a graduate’s nephew was shot two days ago and he was upset by that. He continued that students are dying, not necessarily by a gun, but they are dying through the lack of opportunity--it is a slow death. He hears people say that everyone gets it, but change does not happen. It ate away at his soul that students were not ready for life because the District is not holding up its end. He supported a racial equity policy and pleaded for one to be implemented. Timing is important and the time is now for students because they are dying. He asked that the school implement a racial equity policy by next year as it would benefit all students by saving their lives and creating better citizens for this world. Equity is part of IMAGINE, and they will work on it. The community is ready, it is watching, and it will hold the school accountable.

Wyannetta Johnson, the long-time resident, hoped and prayed that change would happen soon. She asked that the District make changes.

Melanie McQueen, president of APPLE, represented parents who want a policy in place to protect the children, especially black males. APPLE pushes for a policy in racial equity with benchmarks. The fact that a policy is necessary shows that the way black and brown students are treated and it is horrible. The Culture, Climate and Behavior Committee, other communities, and activities want racial equity. The school has the knowledge, the expertise, and the resources, and the BOARD OF EDUCATION has shown genuine interest and longs for a change.

SAFE students Naomi Leach, Kennedi Wilson, and another student proposed a course for students and staff about how race affects people’s lives. They felt this class would help students have a sense of the

importance of equity in society, how it affects daily life, and what it means to be racially aware. They felt teachers were not facilitating courageous conversations about race and that this course would support a racial equity policy. The course was developed by the students.

Dori Bernstein, an Oak Park resident, made the following statement. “At the June 19th, School Board meeting urged the Board to review the District 200 swim curriculum. In conjunction with the Oak Park Pragmatic Solutions, I have reviewed the District 200 area school research provided in an FOIA request. A comparison of the Oak Park and River Forest High School required swim curriculum to area suburban high schools shows that OPRF students spend more time in the water than 91% of area high school students. Nine percent are at an equivalent amount of time in the water. This is based on 33 of the schools that District 200 reviewed.

“In addition to the information provided in the FOIA request, Oak Park Pragmatic Solutions is continuing and expanding the Chicago area required swim curriculum research. The purpose of this research and analysis is to assist the D200 School Board with PE swim curriculum review. The research is continuing and is expected to include approximately 50 area high schools. The comparison is based on six weeks of required PE swimming for Freshman and Sophomore students at OPRF. I would like confirmation that six weeks is the amount of time the students spend in the water for their first two years of PE.”

Marty Bernstein read the following statement from Monica Sheehan. “No, Imagine Referendum?!? According to a September 17, 2018 email sent from Imagine co-chair Lynn Kamenitsa to area PTOs, Imagine does not “anticipate any referendum in 2019” to fund its Pool and Facilities plan for Oak Park and River Forest High School. The email was sent, in part, to request time at upcoming PTO meetings to present Imagine’s plan and the District 200 School Board’s options for funding it.

“One such PTO presentation took place at Irving School on October 4, 2018. According to a source at the meeting, Kamenitsa said that the Board is planning on paying for the first stages (plural) of Imagine’s plan with the cash reserve and non-referendum bonds. Yet, just 24-hours earlier at the October 3, 2018, Imagine Community Conversation, both Kamenitsa and her Imagine co-chair, Mike Poirier, declined to answer any questions about funding saying they don’t have the authority to do so.

“The co-chairs’ responses at the Imagine meeting contradict Kamenitsa’s email to the PTOs sent more than two weeks earlier and her statements made at the October 4 Irving PTO meeting. Kamenitsa essentially said that the Board will *bypass voters* in funding Imagine’s plan, with only 7% of the partial cost estimates of \$145 million earmarked for academics and 48% slated for PE/athletics. Additional PE/athletic expenditures are hidden in other categories.

“A massive capital public expenditure, such as the Imagine plan, should ethically be placed on the ballot and require the approval of a majority of voters in the district, not just the seven voters on the Board.

“In closing, I request the current overblown proposal be sent back and a reasonable, priority-driven renovation-only proposal be presented to the community for voter approval.”

Maurine Kleinman, spoke about IMAGINE proposal. She played the song “What a fool believes.” She opposed spending 80% of the costs on the rebuilding of the Fieldhouse and 90% on athletics. She did not believe that taxes would only go up about \$150 per year on a \$400,000 home. She asked that the Board not think that the residents were fools and to think about academic excellence.

Bruce Klein felt that not putting a cost on Sequences 4 and 5 of the IMAGINE Plan in today’s dollars was an affront to his intelligence and those of his friends and neighbors. He continued that when the District

proposes the largest capital project in the history of this village, the taxpayers should be allowed to decide if they want it.

Tom MacMillan noted that the taxpayers previously voted not to spend money to build a pool. He too was concerned about the rise of property taxes. He continued that large sums of money need to be spent on things that are needed rather than a luxury pool. He took strong exception to spending money on a pool with classrooms sprinkled around the edge. A pool is not needed.

Patrick O'Shaughnessy spoke about the racial equity policy. His children will attend the high school, and he wanted to raise them to see through the lens that all people have worth and that this community is not only diverse but equitable.

Kitty Conklin distributed a handout and read the following statement "Good Evening. My career experience covers a few different work areas, all of which are related and pertinent to the agenda this evening. Early in my career, I was a municipal bond analyst, and my responsibilities were to analyze those governmental units who had issued municipal bonds, to determine the creditworthiness of the municipality. From that role, I then moved into a municipal bond portfolio management role, I made decisions as to which municipal bonds to buy and which to avoid based on the creditworthiness of the local government.

"Later in my career, because I understood bonds, I moved into risk management, performing oversight of a variety of risks related to investments that my employer engaged in. I had responsibility for overseeing the risks that were identified within our investment operations along with overseeing market risk of the bond portfolio. Later on, I moved into software implementations, and I worked with consultants who recommended how to structure the software based on their understanding of our business needs.

"I retired in early 2017, but then came back to work in 2018 to fix operational messes that consultants had made. Reading that you are looking to change the accounting methodology for D200 operations is very concerning based on my background.

"My concerns are:

1. Most medium and larger sized urban school districts use modified accrual to accurately represent the complete financial picture of the operations.
2. Moving to cash basis is often a step taken by entities that do not have the skill sets in-house to manage more complex accounting operations. As D200 does not have a CFO at this time and as you are looking at more complex financial activities based on the financing plans already presented, it seems to me that hiring a CFO absolutely should occur before making this accounting change.
3. Budgeting in future years will be easier and more accurate with a modified accrual view of the books.
4. From a risk management standpoint, consultants by definition leave their consulting job. Not having the financial expertise in-house while making such significant decisions and simultaneously relying on a consultant often results in the consultant having no vested interest in the entity's long-term operations.

"These are just a few of my initial concerns. If I were in your shoes, I would not make this change. To me, this is a red flag." She also thanked Dr. Pruitt Adams for her email this morning, suggesting she would receive a response to her email which asks about the Imagine team member's Wednesday Journal mention on September 25 of sewage and poor air quality in the high school while last year's Life Safety audit had no mention of sewage and the Committee of the Whole prior meeting minutes/documents

reference ongoing work that is showing increased air quality. I look forward to your response. Thank you.”

### **Minutes**

Dr. Moore moved to approve the minutes of the September 18, 2018 Committee of the Whole meeting; seconded by Ms. Cassell. A voice vote resulted in motion carried.

### Presentation of CTIP Update

This report highlighted the active learning in the Makerspace room. Makerspace has been open for a month. Integrated into this space is the student help desk where students can learn how to fix and build computers Monday through Friday from 7:30 a.m. to 3:30 p.m.

At this point, 34 classes have been scheduled in this space, and 48 students have “dropped in”. Students must get a pass to use this space just as they do when going to the tutoring center or the library. The concepts that have been explored include

- Visual representation of scenes from independent reading supported with student writing.
- Communication activities for college/career lit & Tabula.
- 3D images with audio based on written text analysis.
- Students are teaching teachers
- Hands-on learning for Comp. Sci. classes.
- Building relationships & engaging students on a more personal level.
- Students helping other students figure out how things work
- Students bringing friends to learn about the space.

The Makerspace planning with teachers includes

- Brainstorming or bringing an idea to the TLC Instructional Technology team
- Starting with learning objectives.
- Thinking about how the Makerspace can introduce, reinforce or bring new meaning to concepts you already teach.
- Thinking about meaningful and manageable ways to allow room for student creativity
- Teaching the technology.

Comments from faculty about the space include: ‘Allows each student another opportunity to shine in a nontraditional school environment.’ ‘Exposes students to a variety of hands-on tech to broaden their knowledge of how to express themselves.’ ‘A space to conduct an engaging activity that encourages high-order thinking & creativity.’

Comments from students about Makerspace included: “It’s an interesting place that you can do things that you can’t do anywhere else in the school.” “An engineer’s mind is free to do what it wants.” “We get to do stuff like chill & 3D print things.”

Publicizing this ROOM within the school has been challenging. The staff is bringing activities to the students in various spaces to engage them. It was suggested that demographic data be kept to show who is using the space. A suggestion was made to show videos on the TV monitors of the 3D printer or make posters as enticements to students to visit the space. Board members were invited to tour this space at their leisure.

### Presentation of Summer School Evaluation

Summer School Co-coordinators Jason Lee and Jonathan Weintraub, as well as 8 to 9 Connections Sponsor Katie O’Keefe, presented on summer school programs.

Each fall, a Summer School report is presented to the Board of Education. This year, the report is presented as program evaluation.

The program evaluation included an update on the implementation of these recommendations from 2018, as well as an analysis of the programming for the current school year. Note: The past summer’s budget ran at an increased deficit from previous years. This increase is due almost entirely to significant decreases in revenue from academic course fees and summer school musical course fees because of

decreased enrollment. Before a budget for summer school 2019 can be proposed. However, plans for decreasing this deficit will be considered. A summer 2019 budget proposal will come to the Board later this semester.

This year the District offered uncapped registration in Digital Literacy, Reading Strategies, Creative Writing, and Beyond X-Math Adventure. Summer school ran four days per week. Multiple programs included 8 to 9 Connections, In School Credit Recovery (ISCR), STAR, Extended School Year (ESY), TEAM, CITE, AP Bridge program, Drivers Education, fine art classes and the theater production of "Urinetown."

Over 3,000 breakfasts and 3,790 lunches were served to students in the 8 to 9 Connections Program, ISCR, and ESY. Changes were made to the registration process to accommodate current and incoming freshmen. There were 85 internal and 53 external teachers as well as 16 student workers. The demographics of the teachers were 85 White, 38 Black, 2 Asian/Pacific Islander, 9 Hispanic, and 4 Multiracial. A total of 1,083 students attended summer school and completed 1,454 courses during the period of June 11 through July 19. The demographic makeup of the students was comparable to the previous year with 51% White, 22% Black, 13% Hispanic, 9% Multiracial, 4% Asian/Pacific, and <1% Am Ind/Alaskan Nat.

The overall objective of summer school is to provide equitable, high-quality programming to students to accelerate their learning and regain credits missed during previous years of schooling. The goal of this evaluation was first to understand how the implemented recommendations from October 2017 served the students. Another goal was to guide further improvement to the services provided. As a result, two broad areas for data collection were focused on: 1. The quality of the courses and programs offered. 2. The extent to which access and outcomes for the programs were equitable across the entire student population.

The following evaluation questions were identified to achieve the desired goals.

1. What changes were made from 2017 to 2018?
2. Who were hired to teach our summer school courses?
3. What was offered and what did the stakeholders say about those offerings?
4. How effective was the registration process at providing equitable access to summer school?
5. Did the school deliver on what it said it would for each of the summer school programs?
6. Who was enrolled in the summer school programs and how did they perform?

As such the following data was gathered.

1. Overall student enrollment data, compared to previous years. Note: the number of students enrolling in summer school is on a decline.
2. Prominent changes that were made to what was offered and the rationale
3. A comparison of courses offered in 2018 to those of 2017
4. List of internal and external teachers hired
5. Changes that were made to the registration process, including the rationale
6. Student enrollment data, disaggregated by race and specific program
7. Grade rate distributions, disaggregated by race and specific program
8. Other program-specific outcome data, where available

The responses to the three recommendations specified in the Board report of October 2017 as are follows.

1. Change staffing process for ISCR to ensure that more students have access to certified staff and quality curriculum.
  - A. Strategically hired and assigned teachers with multiple endorsements and areas of expertise to maximize student learning
  - B. Centralized room assignments near one another to maximize

- student-to-student, as well as teacher-to-student collaboration
    - C. Piloted new online delivery system, Edgenuity, finding:
      - A wider array of courses offered
      - More transparent curriculum
      - Greater flexibility regarding how students move through the curriculum
      - Students were able to target their skills through learning based standards
  - 2. Shift hours to better accommodate families and provide greater flexibility to B&G.
    - A. Moved from a five-day week to a four-day week
  - 3. Improve accessibility of registration process.
    - A. Registration was available at multiple times during the week and evening hours
    - B. Piloted “uncapping” three courses to better meet demand and alleviate registration stress: Digital Literacy, Beyond X Mathematics, and Creative Writing Workshop.
      - All three classes satisfied either an elective graduation requirement or in the case of Digital Literacy, the school’s keyboarding requirement
      - All three classes were offered for pass/fail credit to decrease risks for incoming freshmen
    - C. Staggered registration to provide greater access to students who most need access to summer courses
    - D. Robo-calls, Skylerts, emails, web postings with the Director of Communications.
    - E. Chromebooks for incoming freshmen to keep for the next four years.
    - F. Picture IDs for all Summer School students and faculty before the start of summer school
    - G. Provided teacher orientation for both internal and external faculty on June 7.

The following changes were implemented as well.

- A. Expanded Digital Literacy offerings to help students meet graduation requirements.
- B. Aggressively recruited and hired internal teachers where possible.
- C. Thoroughly screened and interviewed all external teachers.
- D. Collaborated with HR and Data Systems to onboard new teachers, including a teacher orientation day implemented before classes started.
- E. Provided free Breakfast/Lunch for all students in 8-9 Connections, ISCR, and ESY
- F. Increased offerings of 24-day courses, decreased 12-day courses
  - Moved four sections of uncapped Digital Literacy into the 24-day model
  - Eliminated four sections of Financial Literacy in the 12-day model
- G. Provided training for all administrative assistants with Regwerks/Revtrak

In the presentation, charts were provided on the following:

1. the 2018 Summer School Racial Breakdown by Year versus that of 2017.
2. 2018 Grade Distribution by Race

The definition of In-School Credit Recovery (ISCR) is an online academic program designed to support students with credit completion. Students in the program demonstrate a need to accelerate their academic progress and demonstrate a need for a different learning venue and format. Students are recommended for ISCR based on academic failure. Students work on demonstrating the ability to work independently and self-monitoring their academic performance with guided support from staff. A chart was provided that showed the academic grades of these students.

The Digital Literacy Class was a pilot program last year. This year this class was offered as an uncapped class for credit. The racial demographics of the students in this class were:

1.	White	69
2.	Black, Non-Hispanic	15
3.	Latino	16
4.	Mixed Race	12
5.	Asian/Pac. Isl	2
6.	Am Ind/Alaskan Nat.	0
	Total	114

An exit questionnaire indicated that overall the students felt the class was all right.

Tyrone Williams taught the 2018 Advanced Placement Bridge Class whose purpose was to provide students with resources and a supportive network of teachers and peers to aid their success in the AP classroom. Students were exposed to argumentation, research methodology, essay writing workshop, local college campuses, local museums and examination of interdisciplinary topics. Through direct instruction, students worked on refining analytical and writing skills commensurate to the expectations of the AP environment. Students also discussed expectations of workload, and time management, with the help of guest speakers (i.e., current and former AP students). Ninety-four percent of those enrolled in this class would recommend it to their peers. The demographics of the students in the class were as follows:

White	11%	Multiracial	14%
Black, Non-Hispanic	39%	Asian/Pac. Isl	4%
Latino	32%	AM Ind/Alaskan Nat.	0%

Ms. O’Keefe made the following statement regarding the 8 to 9 Connections program. The *8 to 9 Connection Program* is a summer bridge program for students who could benefit from extra support before entering high school. Students are identified and invited to participate in the program using their high school course placements as well as middle school principal referrals. *8 to 9 Connection* is different from the regular summer school program both regarding the school day and the inter-district nature of the program. While it is no longer a joint program, the District still receives referrals of students from District 97 and now also District 90. At least one teacher from District 97 is recruited to provide some continuity in the experiences of the students entering the program.

Students in the *8 to 9 Connection Program* arrive at 8:00 and ate breakfast in the Staff Cafeteria until 8:15. They then attended six, 45-minute classes with a 25-minute mid-day lunch. The breakfast and lunch program is a joint program with the Oak Park Food Pantry, which covers half of the cost after Federal Free and Reduced lunch payments are subtracted from the total. Ms. O’Keefe thanked the Food Pantry for its generous support, as it makes a big difference to the students and teachers when there is no worry about whether students have eaten breakfast or lunch which was a real problem in previous years.

All students took two English/reading and two math classes each day as well as one Adventure Education/P.E. class. The additional period was split so that they take a Spoken Word Poetry class for half of the summer term and an Executive Functioning class for the other half. After seeing Hanover Research Group’s “Supporting Successful High School Transitions” Research Brief in her work with the Holistic Community Education Action Team, she made an effort to hire more OPRF teachers that could have these students during their freshman year. Having input from these teachers is particularly important at the end of the program when deciding if the students might be able to move up in their Math or English classes for the fall. In addition to teacher input, the original placement data and STAR scores were used from tests administered in the recommendation to move 13 students up into a higher Math placement and seven students into a higher reading placement. Also recommended were three students for an Academic Enrichment class. Another aspect of the *8 to 9 Program* consists of vouchers for participation in Sports

Camps or the Summer Musical and weekly dinners for students and their families in the Staff Cafeteria. Approximately 80% of the students in the program attended one or more Sports Camp or participated in the Summer Musical. This year’s dinner topic included “Steps to Success,” where families spoke with OPRF teachers and students about what students need to succeed at OPRF, and “It Takes a Village,” where people from the Oak Park Public Library and the E-Team spoke about their support for students and families in Oak Park and River Forest. The program ended with an Awards banquet and held an additional dinner after the first day of school in August for families to meet their Pupil Support Services Team. Dinner attendance this year ranged between 15 and 65 with an average of 36 people.

Discussion ensued about the sharing of data with District 97 which needs to be enhanced. Most parents think the data is shared.

An overview of the 8 to 9 Connections Program included the following:

1. Summer Enrichment Program
2. Freshman Placement and Referrals from District 97 & 90
3. 2 English; 2 Math; 1 P.E.; Spoken Word and Executive Functioning Class
4. Daily Breakfast and Lunch
5. Vouchers for Summer Camps or Summer Musical
6. Dinners with students and families
7. Using Data to recommend change of placement for next school year

Ms. O’Keefe was proud of the placement changes as a result of this class. Demographics - proud of placement changes.

	Total Grades Issued	A/B Grades	C/D Grades	C/D Grades as % of Total	Math Changes	Reading Changes
White	4	4	0	0%	1	0
Black	27	21	6	22%	8	4
Non-Hispanic						
Hispanic	4	3	1	25%	1	0
Multiracial	5	5	0	0%	3	3
Total	40	33	7	17.5%	13	7

21 Free/Reduced Lunch status students received grades as well.

The focus Groups with summer school parents resulted in the following information.

Needs Improvement

1. Classes filling too quickly with a limited option for incoming freshmen for 12-day classes
2. Better communication regarding what classes are filled and unavailable for incoming freshmen
3. Desired more information regarding what courses their students should take during summer school
4. Parents need more information regarding the speed and acceleration of the classes, especially for SPED students
5. Make it clear that summer school isn’t necessary in order to graduate on time
6. Possible lunch break?
7. Video to explain the registration process, i.e., Regwerks/Revtrak
8. The desire for an executive functioning class for incoming freshmen that could be called “Psychology for Personal Development” or “Social Emotional Learning” or “Life Skills Class.”

Positives

1. Very good communication to parents
2. Everyone enjoyed having Friday off
3. Everyone liked the idea of having ID, Chromebooks and book pick up before classes began.

4. SPED, registration was positive

The major findings are noted below:

1. Efforts to increase access to summer school through revised course offerings, removing caps on classes, and changing the registration process did not result in increased enrollment, as enrollment declined for the sixth straight year in summer school.
2. The decrease in enrollment from 2017 to 2018 was realized by students across all racial groups.
3. Students from different racial backgrounds are using the summer school programming in different ways.
  - A. White students predominantly attend summer school before freshman year, decreasing their participation each year thereafter.
  - B. Multiracial, Hispanic, and Asian or Pacific Islander students show little shift in how they attend summer school from year to year.
  - C. African American students predominantly attend summer school before their senior year, with their participation significantly lower in each of the preceding years.
4. Overall grade rate distributions demonstrate a significant achievement gap, as 93% of White students who attend summer school received an A or B, whereas 69% of African American students earn similar grades.
5. A large number of students (114) took advantage of Digital Literacy.
6. Despite this large enrollment in Digital Literacy, the course had little effect on decreasing the opportunity gap for our freshman class, as the course enrollment had a greater representation of White students than our school population as a whole.
7. 73% of the students in the AP Summer Bridge program attempted their first semester in an AP English or History course at OPRF.
8. 236 credits were earned as part of our Credit Recovery program, with over 50% of those credits earned by African American students, resulting in a total of 79% earned by students of color.
9. 8-9 Connections allowed 40 students to earn high school credit before entering their 9th grade year, 82.5% of whom earned A's or B's.
10. 20 placement changes were made as a result of the 8-9 Connections program.

The recommendations for next year are:

1. Identify ways to close the opportunity gap by increasing access to Summer School for more students of color.
2. Gather information from families and students of colors to better understand how summer can better serve their learning needs.
3. Develop a communication plan for using summer school as a tool to accelerate learning, highlighting the benefits for ALL of our students.
4. Explore alternative learning formats, including one that combines traditional classroom experiences with e-learning formats.
5. Provide tuition and fee waivers to all students who receive free or reduced lunch.
6. Eliminate the first come/first serve a model for registration.
7. Remove caps on all summer school offerings.
8. Consider the possibility to offer breakfast and lunch for all students.
9. Consider the possibility to reduce the C/D/F grades for all incoming freshmen classes by implementing a P/F grading system.
10. Explore different and expanded course offerings to better meet the needs and interests of our Students.

The Committee members were pleased with this report, and a positive comment was made about the elimination of caps on some classes. Discussion ensued about the Bridge Program and its expansion, as the outcomes were impressive. Communication to middle school parents might be enhanced so that they understand the import of this class. The administration noted that the District recruit students and this

class is also listed in the academic catalog. One thing that impedes enrollment is that this class competes with summer camps and some students would prefer to do sports.

Discussion also ensued about sharing the data. One member expressed that not knowing that the students' information was not following them was a disservice to the families. It becomes an issue of equity. District 97 is reluctant to share data because of a previous lawsuit. Dr. Moore suggested this might be a Board collaboration topic. Note: Sharing more data is a goal in the Strategic Plan.

Previously students who participated in the 8 to 9 Connections program were supported by Club 314. They would go to the library with the E-Team. Ms. O'Keefe finds it difficult to communicate with the team this year because she teaches five classes. She asked for more support during the year. Because of funding changes this year, changes have occurred. Grades, attendance, and discipline are the main three things to be tracked quarterly. Ms. O'Keefe has spoken with the HCE action team about providing support.

#### Presentation of IMAGINE Funding Options

The Business Office and Dr. Grossi outlined the funding options for the IMAGINE capital projects. It addressed the funding decision points, capital commitment, reserve level, managing the gap between revenue and expense growth, financial risk that may impact the fund balance, and other issues pertinent to funding these the IMAGINE projects.

The Board will receive a report from the IMAGINE team that will include the following: A comprehensive listing of capital improvement recommendations developed to align District facilities to the needs of current and future generations of all students attending OPRF High School District 200; and Recommended sequencing of the projects with consideration to need, efficiencies and necessary ordering due to construction constraints.

The decision process could include two decision points.

- I. Decision Point 1
  - A. Receive Imagine Plan
  - B. Determine capital commitment
  - C. Identify and construct projects within committed capital budget.
- II. Decision Point 2
  - A. Consider remaining items in Master Facilities Plan
  - B. Assess Financial Condition
  - C. Determine capital commitment
  - D. Consider taxpayer referendum

The major decisions to be made by the Board of education will include:

- I. How much current capital is the District willing to commit to the Master Plan (fund balance reserves)?
- II. How much additional capital is the District willing to commit to address the Master Plan? Future Operating budgets (including debt certificates or issuance of non-referendum bonds.
- III. Once this dollar amount is determined, what specific areas of the master facilities plan will be addressed with these resources?

The fund balance on June 30, 2018 is estimated to be \$107 million. Policy 4:20, suggests that the District have reserves in the 25% to 75% range (3 to 9 months of annual expenses). At the maximum of 75%, the District would have 9 months of reserve or \$65 million funds above the policy minimum would be \$42 million. At the minimum of 25%, the District would have 3 months of reserves or \$22 million and funds

above the policy minimum would be \$84 million. Each one-percent gap in revenue versus expense growth over a five-year period impacts fund balance reserves by approximately \$13 million. A slide allowed one to see how this change affected the fund balance reserves.

The Board needs to consider the issues that may impact the fund balance reserves over the next five years and beyond:

1) Local Issue. The management of expenditure growth versus revenue growth. Again, each one-percent gap in revenue versus expense growth over a five-year period impacts fund balance reserves by approximately \$13 million.

2) State Issues. Shifting of pension burden to school districts. The maximum impact is assuming cost equal to 9% of credit earnings. New benefit expenses of \$3 million beginning in year two would result in a loss of \$12million in fund balance reserves over the next five years.

And, State imposed property tax freeze. The maximum impact assuming 2.1% inflation and two-year freeze would be a \$2.8 million loss in potential real estate tax growth annually beginning in year two or \$13 million over a five-year period.

These issues are not new.

OPRFHS spends approximately \$5 to \$6 million on major capital expenses annually within its operating budget for non-IMAGINE projects, i.e., operations and maintenance, transportation and technology. Perhaps a portion of these items would be clear up through the IMAGINE plan in the five years going forward. Some of the things that overlap both maintenance projects would be the roof, flooring, and plumbing.

Also, the District has \$5.1 million for Life Safety projects. Questions to be asked are if items are pushed on down before five years. Is there a window available to address some of the capital projects and if so part of current capital projects?

The next major decision might be as to how much non-referendum debt should be applied to the project? The District could issue non-referendum bonds (maximum of \$40 million) because it is debt-free, one of the few school districts in Illinois that is currently debt-free. This would equate to the maximum the annual tax levy can increase through the issuance of non-referendum the debt would be is \$150 for a home with a market value of \$400,000. The District could issue Life Safety Bonds which are not subject to backdoor referendum, and future tax levies would pay off the debt, and it would cover repairs/renovations deemed by the state as significant health safety concerns for students. Or, the District could issue debt certificates which also are not subject to backdoor referendum, the future general operating funds would pay off debt with no additional tax levy. An example would be that the District receives \$40 million upfront and commits approximately \$3 million of the annual operating budget over the next 20 years to pay off the loan.

Unless and until the District is willing to commit to projects more than the capital commitment, this Board of education would not have to decide to go to a referendum.

Mr. Grossi stated that the collective bargaining agreements would significantly impact the 5-year forecast as well as future tax levies. Certain assumptions need to be made. Enrollment will be a factor.

One member asked for more information relative to the cost of paying interest on the bonds versus not earning interest on the money that is in the bank.

Dr. Moore noted that estimated costs would be presented for Sequences 4 and five at the regular October 25, 2018 Board meeting.

The Board could cut projects or go for a referendum based on sequencing, prioritization, and financing.

The meeting recessed at 8:50 p.m. and resumed at 9:00 p.m.

### **Presentation of Curriculum Evaluation and Design Process**

As part of Board Policy 6:40, the District is required to develop and communicate to the Board of Education updates on the implementation of a Curriculum Evaluation process. The Manual included here for Board review represents the beginning of this process, one that will continue throughout the next several school years.

The included Curriculum Evaluation and Design Manual was developed as part of a collaborative process throughout the past several months which began during February of 2018. Feedback has been sought from our Transformational Teaching and Learning Action Team, Division Heads, members of both our District and Building Leadership Teams, as well as through conversations with colleagues throughout the school. The document serves two purposes. 1) it serves as an all-purpose resource for all curriculum work the District engages in as a school. 2) it identifies a process to engage in to continually improve the quality of the curricular programming, focusing specifically on the extent to the District produces equitable access and outcomes for all of our students. Finally, it is worth noting that this manual is designed as a living document that will evolve throughout the implementation of the guidelines identified within it.

This document will help with course sequencing for the last 5 to 10 years that will how students move. Division Heads are working to collect curriculum documents to do an audit of formal documents, both paper and PDF. The goal is to make sure what is being taught to the students and that the outcomes are equitable. The true benefits will not be known until 2021. The administration will be able to see what students know at a certain grade level to be successful in a more advanced class.

Discussion ensued. Mr. Cofsky applauded this work and acknowledged that it was large. He asked if there was a concern about following the same class for four years. The administration said that it would also be looking at data that goes back years, but when moving towards the implementation phase, students will experience a newer curriculum. Dr. Pruitt-Adams stated that this would happen through the adoption of new textbooks, new curriculum, etc. Some preparation has to take place to ensure transition enhances the student's experience. This is a multifaceted process within the District to improve access and teaching and learning. Power standards is about teaching. The Strategic Plan should not be an ad hoc committee, but a part of how the District is functioning. It was made clear that updates on this process would come forward via curriculum, textbooks, grades, and the report card. The curriculum will have racial equity as a lens. The same evaluation should be used in summer school. The majority of the Division Heads are onboard and working on problem-solving. Note: the Special Education teachers are involved in the evaluation of the curriculum throughout the discipline as that is the vast majority of students experiencing Special Education services.

### **Presentation of New Courses/Academic Catalog Revisions**

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the course proposals for the 2019-20 school year as presented. Mr. Johnson summarized the 13-course revisions, as well as four additions and four deletions for the 2019-20 school year. Discussion occurred. Discussion ensued about support for students to ensure that they are college ready. The administration noted that "support" is a term for something being added on being added on to the curriculum, and not thinking about universal curriculum. This is Tier 2 versus what should be one. One member noted that in the meantime students are asking for help. How will that be made available while in the building? An incremental resource is a stop-gap process.

**Policies for First Reading**

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the policies for first reading as presented at its regular October Board of Education Meeting.

Policy	Explanation and Recommended Action
1. <a href="#">Policy 2:150, Committees</a>	Since this policy was adopted, the Board of Education has combined the Policy, Instruction and Finance Committee in the Committee of the Whole meeting. Also, the Culture, Climate and Behavior Committee has been added as a standing committee.
2. <a href="#">Policy 4:80, Accounting and Audits</a>	IASB recommends updating this policy in response to ISBE best practice recommendations concerning the prevention of fraud, waste, and abuse in the administration of grants covered by the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/. Issue 98, May/June, 2018
3. <a href="#">Policy 5:30, Hiring Process and Criteria</a>	PRESS recommends a more generic referral to the collective bargaining agreements.
4. <a href="#">Policy 6:240, Student Travel</a>	PRESS recommends updating the cross-references.
5. <a href="#">Policy 7:50, School Admissions and Student Transfers to and From Non-District Schools</a>	PRESS recommends updating the policy per 23 Ill.Admin.Code §375.10 which states that the permanent student record shall include basic identifying information, including the student’s name, birth date and place, and gender, and evidence required under 325 ILCS 50/5(b)(1).

[Presentation of Xerographic Paper Bid](#)

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it award the copy paper bid to Midland Paper under the State of Illinois Master Paper Contract # 19-416CMS-BOSS4-P-3270 at its regular meeting in October. The scope of this Contract is from November 1, 2018, through June 30, 2019, and is a 5.24 percent increase over last year.

[Presentation of Accounting Method](#)

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the letter to the State Superintendent asking ISBE to shift its accounting to cash basis from modified accrual. The shift will allow the yearly audits to be completed earlier.

Dr. Grossi responded to Ms. Conklin’s comments earlier that rating agencies like modified accrual. However, there is less concern about this now. Homewood Flossmoor went up in their bond rating. The preference is modified accrual, but the problem is that in July and August, districts will pay teacher salaries and they go on that financial year. At the end of the year when auditors make the adjustments, they reclassify and push those salaries into the previous year. Under the guidance of simplicity, the monthly statement is never accurate. Modified accrual takes time and effort, not competency, to make those types of adjustments. With modified, the district gets the actual picture as of June 30 in December. East Aurora is converting back to a cash basis. This year, estimates were made based on what the auditors have said. The cash basis works well versus modified accrual which is used in the private sector, because of timing of receipt of revenue.

From the staff perspective, cash basis is easier to manage and the budget is easier to put together. While no right or wrong answer, Dr. Grossi believes that from an informational standpoint that cash basis accounting is better, as the modified accrual is a hybrid accounting method. OPRFHS is on a fiscal year, but it does construction on a calendar year. Cash basis accounting will be easier and more accurate. The

cash basis accounting would start on August 1, 2018. With cash basis accounting, summer work starts before June 30, but those expenses are not paid until the board approves the payment. If done on modified accrual accounting, auditors look to see when the work was done and they then make adjustments.

Dr. Grossi noted that the question of getting a qualified audit had been asked, but no response has been received as yet. No school has been knocked down in their bond rating as a result of going to cash basis accounting.

#### Presentation of Levy Timeline

The levy timeline was presented as an informational item. The committee asked for levy scenarios. Note: The District will receive a very small amount from TIFs next year. One member asked for the amount of new construction coming online.

#### Presentation of Renewal of Medical, Dental, and Life Insurances

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the renewal of medical, dental, and life insurances beginning January 1, 2018, at its regular October Board meeting.

The District is self-insured for dental and medical coverage that is provided to employees. Accordingly, insurance costs for the District consist of variable claim costs and fixed administrative costs. Gallagher Benefits Services, Inc., the District's insurance broker works with insurance carriers to obtain competitive renewal quotes and presents renewal projections to the District Insurance Committee. The Insurance Committee includes representation from all employee groups and works collaboratively to monitor the cost of insurance plans and provide recommendations to the Board. On October 2, 2018, the District Insurance committee met to review Gallagher projections for 2019 insurance renewals.

For the past four years, the District covered the increased insurance costs from the fund balance. Accordingly, employee insurance rates have not changed since 2013. The attached 2019 Renewal document presents Gallagher's projections for medical, dental, and ancillary (basic life/ADD, voluntary life/ADD, long-term disability and vision). Overall, it should be a cost-neutral year for the District, with projections of 0.1% increase for medical, 1.4% decrease for dental and rate pass for ancillary renewals. Given the favorable outlook for 2019, the Insurance Committee recommends adjusting employee rates to reflect the negotiated contribution levels outlined in collective bargaining agreements. The recommended rates were attached. This would represent a 14% increase to employees. It was noted that high claimants will not benefit from a wellness program. The District is exploring offering a wellness screening during November and will receive quotes from providers. Gallagher did not do marketing comparatives, as BCBS is, and this would require negotiations with employees because the District has used Gallagher for many years. The insurance Committee must consider different providers. Gallagher does have a "provider finder" allows a comparison of costs for different medical services. This was put in place last year.

#### Presentation of Architect of Record

It was the consensus of the Committee of the Whole members to recommend to the Board of Education to approve FGM as the Architect of Record at its regular October Board meeting. Note: this work is about IMAGINE work. It is about deferred maintenance projects, life safety, work, etc. Any architect can bid on the IMAGINE work, even FGM. But FGM would serve as a project manager, so there is a level of accountability.

FGM was recommended because of the excellence presentation/documentation. The hiring committee was very impressed with the project manager, and FGM relies on technology regarding analysis. All of the six semifinalists were qualified, but it was more of a fit regarding approach and answered questions.

FGM's work with the high school will begin with the 2020 work. Their fees have yet to be negotiated. Legat's contract included design work at 8.25% of construction costs.

Mr. Arkin, as a liaison to the IMAGINE group, witnessed the work that Perkins+Will did and was surprised that it had not floated to the top because the people who worked were very pleased with their work. He was disappointed they were not recommended. Mr. Carioscio noted that it had made the first cut and it was less of a deficiency but that others were more complete in their presentation. FGM has experience in buildings similar to OPRFHS, i.e., experience in limited footprints, landlocked space, and old buildings. Perkins+Will is aware that it has the opportunity to apply for the IMAGINE work. FGM and the other finalist were much more focused on the elements of being an architect that were required to maintain the building, a holistic focus on an ongoing basis. Others were focused on how they could do IMAGINE projects rather than being an advisor.

#### Presentation of Graduation Venue

It was the consensus of the Committee members to recommend that this be included on the Board of Education's agenda on October 25, 2018. In recent years there has been a great deal of conversation about the graduation venue. As student enrollment has increased, the number of tickets per graduate has been limited to five for the ceremony in the stadium. If there were inclement weather, the number of tickets would be limited to just two per graduate for the Field House. To eliminate the issues surrounding tickets and the concern regarding the potential for inclement weather, the District reached out to the University of Illinois at Chicago (UIC) to get an estimate for using their pavilion for graduation. It would cost \$12,500 to rent the facility plus \$18,890 for the use of their staff (including the trades and security), totaling \$31,390.00. If the District bought out the parking lot and allowed our families and guests to park for free, it would be an additional \$18,000. With parking, the total package would be \$49,390.00. The cost breakdown from UIC was included in the packet. When comparing that cost to what is currently spent on campus for graduation, there are a potential cost savings of \$16,280.00 (without buying the parking). The type of contracts are as follows:

- UIC Facilities Contract w/o parking is \$31,390.00 (guests would pay approx. \$11 for parking)
- UIC Facilities Contract w/parking for 1,000 Cars is \$49,390.00

The administration believes that with the angst and issues surrounding the limited tickets and the chance for inclement weather, it should be exploring options to ensure that the graduation is the best experience possible for the students and families.

Mr. Rouse noted that some students support this. No feedback from families has been received. The auditorium holds 1700 spaces. UIC is the closest large venue. Other schools do not buy out parking; the families pay their own. Graduation rehearsals would still be held at the high school. OPRFHS would be the main event at this venue.

Mr. Arkin struggled with this as he graduated from here and that when he graduated with 1,000 students, it was perfect. It is majestic to be outside. When questioned about security, it was noted that UIC would provide security, but OPRFHS would have staff available as well. The impact on the faculty would be the same. Dr. Moore noted that change was hard, but the issues regarding handicapping accessibility and praying that it does not rain were factors to consider.

Some members were concerned about varying the tradition, but Dr. Pruitt-Adams added that the venue does not make it a beautiful ceremony. The Fieldhouse is in desperate need of repair, and she supported doing what is in the best interests of the students.

#### Presentation of Graduation Attire

It was the consensus of the majority of the Committee members to put graduation attire on the October 25, 2018, agenda. Over the years, there has been a great deal of conversation surrounding the traditional graduation attire for OPRF. The administration recognizes that as the students and society change, OPRFHS must also change. OPRFHS prides itself in being on the cutting edge of efforts to address racial and gender disparities within the educational system, and as such it must take a look at traditions that may not be in alignment with those values. One of them is the graduation attire.

To eliminate the gender and socioeconomic challenges based upon the traditional graduation attire, the District reached out to Josten's to provide for a proposal for caps and gowns. Moving to caps and gowns as the required graduation attire may eliminate concerns for students related to gender equity. Two proposals were provided to the Board of Education, one with both caps and gowns and the other with just the gowns (students not want to look like a choir), as many schools have moved away from requiring caps. The cost per student would be \$27 for caps and gowns or \$20 for just the gown.

The administration acknowledged that students will always vote with the status because the issues of gender identity do not matter to the majority of them. This is about students who prefer not to have their gender identify known and also economic situations.

Mr. Arkin struggled with this change as well. He thought the changes made over the last few years were student-driven and satisfied most of the students who felt marginalized. This is something more than changing a venue, and he expected a blowback from the community because of the long, long-standing tradition. He felt this should be a student-driven decision and the students always felt tradition is important.

Dr. Pruitt-Adams noted that while this is not a Board decision if the Board does not approve it, it will go nowhere.

Dr. Moore noted that when the students voted previously, the vote had been split three ways. At her first Board graduation, a boy was standing outside and did not want to participate, because he did not have black shoes. Students should not have to worry about that issue. The caps can be decorated as the students see fit. While there is tradition, it should be the beauty of celebrating. She noted that the new dress code allowed freedom.

#### **Future Agenda Items**

It was the consensus of the Committee members to have David Pope to give a summary presentation on the Tax Efficiency Report.

#### **Adjournment**

At 10:57 p.m., Dr. Moore moved to adjourn, seconded by Ms. Cassell. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton  
Clerk of the Board