

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

**Committee of the Whole Meeting**  
**April 16, 2019**

A Committee of the Whole Committee meeting was held on April 16, 2019. Dr. Moore called the meeting called to order at 6:36 p.m. in the Board Room. Committee members present were Fred Arkin (attended telephonically), Matt Baron, Jennifer Cassell, Thomas F. Cofsky, Craig Iseli 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; 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**

OPRFHS Staff Fred Preuss, Jeff Bergmann, and Ed Krass, Lynn Kamenitsa, community member, and Steve Schering of the Oak Leaves.

**Public Comments**

None

**Minutes**

Dr. Moore moved to approve the Committee of the Whole meeting minutes of March 12, 2019, as presented; seconded by Mr. Cofsky. A voice vote resulted in all ayes. Motion carried.

**PMA Cash Flow and Investment**

Nathan Nissen and Audra Braski from PMA Financial presented the District's current cash flow and investment report. They provided an overview, a cash flow analysis, the investment process, and measurements for performance reporting. PMA has worked with OPRFHS on investments and cash flow analysis for the last 13 years, Five-Year Projections for ten years, and has helped OPRFHS to receive the Meritorious Budget Award for nine years. It works exclusively with school districts, community colleges and municipalities--over 2,500 public entities in eleven states.

The cash flow analysis includes formal organization and documentation of projected inflows/outflows, conservative analysis to fund liabilities, optimizing investment earnings including investment strategy, providing lead time and documentation for potential borrowing needs, and administrative efficiency.

PMA provided a revenue and expenditure analysis charts, as well as a chart showing the total funds balance (excluding capital projects). Currently, OPRFHS receives 91% of its funding from local resources. Fifty-nine percent of its expenditures is on salaries and 16% is on benefits.

PMA's investment strategy includes plan execution based on cash flow, adherence to the "prudent man" concept, its Investment Objectives, and Risk Management (ongoing quarterly review of all investments).

The investment guidelines include what is allowable, what is state statute, and the District's investment policy. PMA manages long-term expenses differently than short-term expenses.

Being that ninety-one of the District's revenue is from local sources is dependable, PMA determines provides a footprint of how to allocate the expenses by month and day. The outcome then is the cash flow balance. PMA looks at a one- to three-year strategy of investment or a lateral roll.

The covered the investment guidelines include what is allowable via state statute and the District's investment policy. Investments Objectives include safety of principal, liquidity, return on investments, and maintaining public trust. PMA works only with the public sector. State statute defines the risks a school can take.

The Public Funds Investment Act only allows for school districts to invest in the following: U.S. Treasury, U.S. Agency, U.S. Instrumentality (some), Certificates of Deposit, FDIC Insured CDs, Collateralized CDs, Demand/Checking Accounts, Commercial Paper/BAs, Municipal Bonds, Money Market Funds, Repurchase Agreement, Public Treasurers' Investment Pool (ISDLAF+ Multi-Class Series).

Discussion ensued about whether the District should purchase municipal bonds to increase its rate of return. Municipal bonds are traded in the secondary market and the available rates are somewhat less than CD rates, unless one would go out for a longer maturity date. Also, they can only be bought in smaller increments, i.e. \$100,000, etc.

Discussion ensued about the ability or availability of buying tax anticipation bonds which can be short-term debt of another taxing body. Previously, institutions would be on a "list" for others to contact them in order to do a transaction. Now, however, the advisory laws have changed, and that list is no longer available. School districts could reach out to other taxing bodies itself. The objective would be to increase the rate of return on the funds and keep the bulk of the money in the community, less the fees for doing the transaction.

#### **Food Service Intergovernmental Agreement with D97 for 2019-2020**

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the Rollover of the Intergovernmental Agreement with District 97 for the provision of freshly prepared meals for the 2019-2020 school year at its regular April Board of Education meeting.

Ms. Piekarski stated that this agreement has been in effect since 2006. Note the breakfast prices are status quo.

#### **Beverage Contract**

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it award the beverage contract for the 2019-2020 school year to Pepsi Beverages of North American at its regular April meeting. Presently, the District has a contract with Coca Cola Distribution. By going with Pepsi Beverages, the District will save \$7,433.19, as Coca Cola bid \$105, 016.35 and Pepsi bid \$97.583.16.

#### **Northern Illinois Independent Purchasing Cooperative (NIIPC) Selected Commercial Foods, Vending Machine Supplies and Milk/Dairy Products**

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approves the NIIPC evaluation team's recommendations for the rollover of the distributor, bread and product supplier, and award the NIIPC RFP for Commercial Foods, Vending, and Dairy to the vendors as presented at its regular April meeting.

Oak Park and River Forest High School is the Administrative District for the Northern Illinois Independent Purchasing Cooperative (NIIPC). Per the NIIPC Intergovernmental Agreement and as such,

it is subject to the direction of the Board of Directors, and shall perform those necessary functions to obtain bids and award to a preferred vendor the purchase of food and supply items by individual member districts of the Cooperative. This includes the rollover of all bids/RFPs.

### **Audit Engagement Letter**

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the Audit Engagement Letter for the financial audit for the fiscal year 2019 with Baker Tilly Virchow Krause, LLP, as presented, at its regular April meeting with the stipulation that the District follow the prescribed policy of going out for a bid/quote after having a 5-year relationship with a vendor. Because this falls under the category of professional service, a full RFP process is not required; however, the District will seek quotes from different companies next year.

The Engagement Letter confirms the terms, objectives, and nature of the service that will be provided to OPRFHS. The Business Office has been more than satisfied with Baker Tilly Virchow Krause's performance for the last eight years. The cost of the audit last year was \$60,995. The proposed fee of the audit for fiscal year ending June 30, 2019, includes: \$600 for an agreed-upon procedures engagement set forth by CLIC; \$1,000 for the issuance of an in-relation to opinion over the District's Comprehensive Year End Financial Report; and \$41,400 for the financial statement audit and single audit. The total proposed fee of the audit for fiscal year ending June 30, 2019, is \$43,000. This is a decrease in fees of \$17,995 or approximately 29%. The decrease is due to the District preparing their accruals for the audit in fiscal year 2019. For the fiscal year 2019, there is an additional fee of \$1,000 for a new state requirement in connection with the Grant Accountability and Transparency Act (GATA).

### **Third Quarter Variance Report**

The third quarter variance report was presented as an informational item only.

### **Clarification in Basis of Accounting**

The Board of Education had approved the moving from a modified accrual basis of accounting to a cash basis budget per the administration's recommendation earlier this year. The Illinois State Board of Education (ISBE) approved this transaction. However, because the District does not make monthly accrual entries due to cost constraints, it is not reasonable to complete the annual budget on a modified accrual basis. For external financial reporting, it is important to stay on a modified accrual basis of accounting so that the District can continue to produce a Comprehensive Annual Financial Report (CAFR). The ISBE has since said that nothing prevents the District from staying on the modified accrual basis of accounting for the audit. Note: Credit-rating agencies view a CAFR as a positive factor when determining the District's bond rating. And, if the District's bond rating would dip, it could cost hundreds of thousands of dollars in future interest expense should the Board decide to issue debt.

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the administration's recommendation at the regular April meeting that the internal annual budget be on a cash basis method of accounting and the external financial reporting remain on a modified accrual accounting method. It was also expected that there be a pledge to confab with the auditors about how to reflect the marrying of the cash accounting basis numbers with the modified accrual basis numbers in the audit. This "marrying" would provide transparency and the Board would be able to see what was budgeted and what was actually spent.

No transactions would need to be reversed because of this change in direction.

### **FGM Contract/Project Agreement**

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the FGM Amendments/Project Authorizations at its regular April meeting as presented.

After further negotiations and legal review, the administration is presenting two Amendments/Project Authorizations to the Master Agreement. Through negotiations, a project approach was developed that bundles the yearly capital improvements, life/safety work, and Project 1 work (excluding 2020 summer capital improvement - due to time constraints). Besides, this approach will:

1. Improve the overall design and implementation process and allow the ability to produce an integrated design and should minimize changes due to conflicting project deliverables.
2. Reduce design and construction fees by packaging the work together.
3. Reduce construction costs.

The Architect/Engineer fee was negotiated from 8.125% down to 8% on the 2020 capital improvements project. The fee for the life/safety work was 8.125% and the fee for Project 1 was 7.00%. However, by combining the yearly capital improvements, life safety work and Project 1, the administration was able to reduce the Architect/Engineer fee to 6.4%. Through this strategy, it was able to reduce the design fees by approximately \$560,000. In addition, this approach may also provide savings on construction costs in the range of \$790,000-\$890,000 (approximation based upon a 1% savings estimate in construction costs, possible reduction of schedule, and through fee/costs negotiations with a construction manager).

#### Policies for First Read

Questions were asked as to how effectively the District was implementing the policies, who was accountable for following them, and how is that communicated to the Board of Education. Responses to these questions included Policy 7:290, SEL, the Committee had asked that the same type of accountability measures for this policy be developed similar to those for the racial equity policy and cross-references should be included. Policy 6:15, Accountability, requires a scorecard of the District's performance to be presented to the Board of Education. The data warehouse, which is part of that, was presented in December and that is being finalized now. This policy requires an annual climate survey and a cross-reference could be included. No reference to medical or other insurance is provided in Policy 4:100, Insurance, because they are not listed in the School Code. They would be included in the administrative procedures. Collective bargaining agreements list the contributions which are reviewed by the insurance committee and if recommendations are made for changes, they are presented to the Board of Education. The Committee asked what existing policy would be aligned to that procedure, as this was Board member work. If there is no current policy, then a compensation policy/philosophy should be incorporated into the Policy Manual.

#### Presentation of Pathways to Education Partnership with Concordia University

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the agreement with Concordia University to begin a Pathway to Teaching Dual Credit Partnership at its regular April meeting.

One of the Superintendent's Goals is the development of a Grow Your Own (GYO) Program designed to help identify, recruit, hire, and retain minority faculty to mirror student demographics at OPRF. The administration is in the initial stages of developing such a program; however, as the first step toward completion of this goal, it has reached a preliminary agreement with Concordia to begin a Pathway to Teaching dual credit partnership. The rationale for this agreement was provided.

In January of 2019, the administration began researching different GYO programs around the state with a goal to develop a draft concept for OPRFHS GYO Program. In-depth conversations were had with District 214 which has a successful Educator Prep Program that was featured at the 2018 Joint Annual Conference. Also reviewed was the "Call Me Mister" program, a joint effort between UIC and Chicago Public Schools.

The administration also started conversations about possible partnerships with Concordia University and the University of Illinois at Urbana Champaign. It decided to focus on these two universities due to their strong teacher preparation programs as well as Concordia's proximity and the fact that the University of Illinois at Urbana Champaign attracts the highest number of OPRFHS students.

A result of these conversations, a draft concept for a Grow Your Own Program (GYO) was formulated. This concept is explained in detail below, but due to the timing, the earliest it could be implemented would be the 2020-2021 school year. However, because conversations with Concordia progressed quickly, the administration did not want to lose the momentum, a joint agreement has been developed to offer two courses for Dual Credit beginning next school year: Education 1050: Introduction to American Education, and Education 2020: Human and Cognitive Development. These courses would fit into level 2 of the GYO program.

Concordia has agreed to offer these courses at the rate of \$40 per credit hour, roughly a third of what similar credits would cost at Triton College. As a result, these rates fall well within the capacity of the existing dual credit budget, and no additional funding is being requested of the Board. Additional details about the courses are presented in the enclosed "Pathways to Teaching" document.

The broader GYO concept is explained in detail in the "Pathways to Education Program: Draft Concept" information. While this program will be open to all OPRF students, the specific goal is to engage students of color in robust education pathway experiences by recruiting, developing, and retaining OPRFHS students as educators in the Oak Park and River Forest community. The GYO Program is envisioned to have the following three main levels of involvement:

1. A Theory and Practice Course. The intent is to start the program as early as sophomore year, beginning with partnerships with both Districts 90 and 97 that would involve District 200 students working directly in District 90 and 97 classrooms. The soonest such a course could be made available to OPRFHS students would be the 2020-2021 school year.
2. Dual Credit Partnerships. Potential partnerships are being investigated with multiple universities to best meet the needs of a wide array of students. These partnerships would need to include low cost/no debt commitments for tuition.
3. Post-Secondary Commitments. Eventually, this agreement would lead to assisting teaching candidates with student-teaching placements either at OPRF, the feeder districts, or surrounding districts depending on the requirements of a graduate's specific college program. Discussion ensued. One member suggested that students could be incentivized to return to this area, noting that they could be linked to post-secondary relationships, they develop student-teaching relationships and then hire them for the positions.

Another question was about PD to insure that counselors and other adults in the building were finding the right students to encourage to enroll. This is not yet formally developed, but it is in the plan. This opportunity happened quickly and it could include OPRFHS teachers delivering the courses, advertising, and informing student leadership groups and asking them to support this.

A response to how the District changes direction in hiring new teachers rather than more mature ones, the administration stated that it offers mentoring and monitors student-teaching performance.

The work of Mr. Johnson and Ms. Sanders was appreciated by Mr. Arkin, because he has been advocating for this for four years. What concerned him is the way this integrates with the talent management plan as one of the steps in the talent management plan talks about identifying and recruiting aspiring teacher

candidates. He felt this was grassroots, person-to-person, endeavor, etc. He has recruited students for over 40 years, and it is incumbent upon every adult in the building to say to the student he/she would make a great teacher. Ask, "Have you thought about going into education?" This program could help with credits and it is work that can be done with the Scholarships Foundation and it could be a tremendous asset to the community.

How will students be identified for the dual credit courses offered and who does the screening of the students who want to apply? Will there be oversight so that it is not just based on first-come, first-serve, etc.? Why is the limit only 15 students? What does "qualified candidate" mean? How will the District measure whether the program is effective? The administration noted that District 214 has extensive recruitment and marketing group for the target demographic. Mr. Johnson will explore these questions with Concordia.

One member felt that because no transportation was being offered, it was an equity issue. More information was requested on this. Students will participate in class with regular Concordia undergraduate students.

A recommendation was to replace the word "facilities" with "makes" with regard to the District paying for the dual credit classes.

Concordia feels this relationship can open up a wide varieties of possibilities for it, including grant opportunities and increasing its student of color population. One caveat that one Committee member made was that Concordia must ensure that it will be a climate that is appropriate OPRFHS students.

#### **Future Agenda Items**

None

#### **Adjournment**

At 9:11 p.m., I moved to adjourn the meeting; seconded by. A voice vote resulted in all ayes. Motion carried.

Submitted by:  
Gail Kalmerton, Clerk of the Board