

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

Committee of the Whole Meeting
May 15, 2018

A Committee of the Whole Committee meeting was held on May 15, 2018. Dr. Moore called the meeting called to order at 6:33 p.m. in the Board Room. Committee members present were Fred Arkin, Matt Baron, Jennifer Cassell, Thomas F. Cofsky, 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 Greg Johnson, Assistant Superintendent for Curriculum and Instruction, Tod Altenburg, Chief School Business Officer; Michael Carioscio, Chief Information Officer; Nathaniel Rouse, Principal; Karin Sullivan, Director of Communications and Community Relations; and Amy Hill, Director of Research and Assessment.

Visitors: Dr. Avi Lessing, Doug Hill, Earlina McLaurin, Keyan Carter, OPRFHS faculty and staff; Wendy Daniels, community; Ben Ackman and Jeff Muller, students; Lincoln Chander, Educational Consultant; Steve Schering of the *Oak Leaves*; Michael Romain of the *Wednesday Journal*

Public Comments

None

Approval of Minutes

Mr. Arkin moved to approve the minutes of April 17, 2018, as presented; seconded by Mr. Baron. A voice vote resulted in all ayes. Motion carried.

Update on CTIP

Ms. Earliana McLaurin and Messers. Doug Hill and KeJuan Carter presented the BrightBytes Action Plan Implementation Report that was included in the packet. Included in that report was a Fall 2017 Overall Dashboard. Since January, the District has attempted to engage The Four C's, those skills needed to be successful in college, career, and citizenship in the 21st Century. The Four C's include critical thinking, communication, collaboration, and creativity. BrightBytes provided tasks to achieve the desired level and curated these for students using the Student Helpdesk (SHD) and that has resulted in increased engagement. The students experimented with blogging, and teachers lead the Lunch 'N Learns sessions.

A cohort of teachers has achieved Level 1 Google Certification on how to integrate more tools to enhance student learning in the classrooms. Originally, 40 teachers signed up and thus far about half of them have completed the 12-hour program. More teachers have expressed an interest in taking this course.

The District created a digital wellness campaign for students in collaboration with the OPRF Student Help Desk (SHD). Its goals were to increase traffic to the SHD blog, establish a SHD Instagram Account, Update the SHD website, and produce and publish relevant digital wellness contents for students, including cyberbully, email etiquette, reducing tech dependence and digital footprint. A digital literacy course was piloted last summer and will run this summer. The intent is for students to be able to work in the SHD in the 2019-2020 school year.

One student testified to the great experience of creating relationships in the Student Helpdesk class. Teamwork is very important in this class.

Also in development are:

- 1) A MakerSpace area, which is a space where people can gather to create, invent, and learn. In libraries, they often have 3D printers, software, electronics, craft and hardware supplies and tools, and more. This area will reinforce critical thinking, coding, programming, design, a long-term plan to collaborate with teachers, and teachers can develop a culture of allying with teachers in the building.
- 2) Technology Professional Development will include classroom technology best practice review, digital communication and privacy best practice presentation, Digital Update, (Makerspace, Digital Signage, SHD relocation, and Digital Research & responsibility Best Practice Review (online)
- 3) Digital Signage will include installing 10 Smart TVs throughout the school next year with another eight being installed the following year. They will be used to celebrate student achievements.

Students who have enrolled in the SHD class received a computer proficiency credit. Thirteen students are currently enrolled in the class. These students are now certified in Microsoft Word and Excel. One student entered the class with no expectations, yet through the class, the students developed an outline for videos, blogging, cyberbullying, etc. The SHD is providing students with the more creative and fun information they can use in a variety of ways.

Code of Conduct

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the recommended changes to the 2018-19 OPRFHS Code of Conduct as presented at its regular May meeting. Each year, the Parent Teacher Advisory Committee (PTAC) recommends changes to the Code of Conduct to the Board of Education. This information will be included in the Student Handbook.

The following are the 2018-19 Recommended Changes to the 2018-19 OPRF Code of Conduct:

- Student Dress Code
- Student ID Policy
- Student Absences (NP/NF Grading Procedure)

Student Dress Code

Many districts struggle with the issue of student dress. Oak Park and River Forest High School expects that all students will dress in a way that is appropriate for the school day or any school-sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code. Based upon conversations within the school regarding the OPRF Student Dress Code, dress code models have been researched and some very helpful resources that address concerns expressed by students have been found. Conversations were about race, body shaming, and gender. Adults have to shift their thinking. Informing and training staff will be most important as well as partnering with parents on this work.

Hoodies will be allowed as long as the ears and face can be seen. Hats must be worn straight, not tilted to one side. The Student Interventionist Directors are concerned about this and if it becomes problematic, the no hat/hoodie rule can be re-enacted. One committee member expressed a concern was expressed as to just how easy it would be to re-enact the current rule.

The West Suburban Conference schools are talking about allowing hats, hoodies, etc. and how race plays into profiling. They are aligning their rules so that when students visit the other's schools occur, there will be an understanding. Evanston Township High School has been a beacon in making these changes.

The District will develop a script for conversations as they relate to expectations on approaching students when there is a challenge. Professional development will be scheduled throughout the year.

SAFE students had reached out to organizations for student feedback and conversations with the Culture, Climate and Behavior Committee were held.

ID

The District struggles with the requirement to have all students at OPRF wear their Student ID's visibly around their neck during the school day. This policy has been met with incredible resistance, and it has been difficult to enforce this policy evenly. As a result, the administration recommended that the requirement that students must wear their Student IDs be removed, and instead, simply require them to have them in their possession at all times during school and school-related activities. Although the major concern with this shift is the reluctance of some students to present their IDs to staff members when asked, the expectation is that changing the rule will improve the compliance of the student body. Checkpoints will be in the building and adults will be asked to present IDs and the security staff is familiar with the students.

Absences

In an effort to be more equitable regarding the "NP or NF" Grade Policy, the administration recommends replacing the word "may" with "will." As such, the NP/NF Grading Policy wording would read as follows: The "NP or NF" Grade NP = No credit – Passing. Student was passing at the time the NP was given. NF = No credit – Failing. Student was failing at the time the NP was given. Twelve (12) total absences during any semester, excused or unexcused, will result in the student receiving a NP or NF grade. The cumulative number of total absences will appear on the student's progress reports and grade reports.

Communication is critical. Teachers will no longer have any discretion as a result, an increase in absences is expected. This action is being taken because it has been said that white parents tend to call in when their students are absent while black parents do not. Parents have enabled the problem.

Update on SEL Pilot

Dr. Lessing who reported on the Social Emotional Learning (SEL) Pilot that began after the Board of Education approved it in 2014. A .4 release time was given to Dr. Lessing to support 15 teachers in an adaptive model of coaching to implement and enhance SEL practices in the classroom. This report provided an update on the evolution of this work over the past two years.

The original pilot was evaluated during the 2015-2016 school year, and qualitative methods, including interviews and focus groups to collect data from teachers and students were used. The audio was taken, transcribed and then coded for themes by Rachelle Ernst, SEL Coordinator, and Carla Fager, SEL Intern. Classroom observations of participating teachers were also conducted.

Findings from Year One of the SEL Pilot centered on teacher practices that fostered:

- Connections (student to student and teacher to student)
- Teacher transparency (the continual process through which teachers make sense of, communicate and transform their pedagogy)
- Healthy classroom culture (the process through which teachers and students build sustainable positive relationships in the classroom based on getting to know one another as human beings first).

When teachers and students were asked about how the SEL Pilot could be improved, they asked for more time to partner with the SEL Coach in either structured goal setting/coaching opportunities or lessons. Students specifically provided examples of how additional time in their classes for the SEL Coach to either lead mindfulness activities, observe or participate would enhance their experience.

Teachers recommended SEL be incorporated into school-wide practices and policies. They requested opportunities to learn from the collective and collaborate through informal observations or already structured procedures like Lunch-n-Learns. They also advocated for time and space to actively practice self-care and reflection while also being recognized for SEL on a school-wide level.

Findings were presented, and feedback from stakeholders was considered when revising the initial goals. Additions included looking for opportunities to scale SEL to the larger OPRFHS community. Members of the SEL Pilot Team sought external funding to support an expansion and were awarded a \$25,000 district grant from NoVo and the Rockefeller Foundation for the Students at the Pillar Project. The project seeks to share more timely information about students across normally disconnected groups of adults to personalize the educational experience for each young person. The funds are being used to conduct research and create a Strategic Plan: Goal 3: Supportive Learning Environment Board Goals: District Policy: 6:15 web-based app to develop better communication among the educators, coaches, mentors, and families in a student's network. The slide presentation provided an overview of the most recent work.

The SEL Pilot Goals for 2015-16 were as follows.

1. For Teachers: Build their capacity to create deeper connections in the class between students, and between themselves and the students
2. Teachers and Students: Help develop teachers' and students' awareness about what they are feeling and thinking through mindfulness practice
3. For the Classroom: Create a healthier and grounded community in the classroom

Rebekka Levin of the McCormick Corporation created the SEL Pilot Evaluation Plan and it included:

- A. Teacher perspective
 1. Teacher focus groups
 2. Individual teacher interviews
 3. Semi-structured, appreciative inquiry, open-ended questions
- B. Student perspective
 1. Student focus groups
 2. Student surveys

The teacher is the center of teacher transparency (pedagogy), connections (curriculum) and healthy classroom culture (a combination of both transparency and connects. The teachers want 1) opportunities to learn from the collective and collaborate; 2) time and space to actively practice self-care and reflection; and 3) recognition of and advocacy for SEL on a school-wide level.

The SEL Pilot Goals for 2016-17 were as follows:

1. Build teachers' capacity to create deeper connections in the class between their students, and between themselves and their students.

2. Help teachers and students develop more capacity to manage emotions, and have awareness about what they are feeling and thinking through mindfulness training
3. Generate ways for teachers to ground and integrate their curriculum, pedagogy, and classroom practices with SEL tools
4. School-wide SEL programming and tools

During this year, meetings were held with Building Leadership team (BLT), District Leadership Team (DLT), and Academic Collaborative Team (ACT), a retreat was held with participating teachers, bi-weekly SEL breakfasts were held to promote interdepartmental connections and a new instructional coaching model was created. And, OPRFHS was awarded \$25000 by the NoVO SEL Innovator Grant for “Students at the Pillar” Program.

Students at the Pillar’s Initial Goals included:

- A. Enable more transparency for staff, faculty, and students built around notifications from students to their educator network (initially would include all of their teachers, their counselor, their dean, and any school-sponsored extracurricular advisor, such as a director, or a coach)
- B. Lay a healthy ground for students to thrive in an academic and SEL culture rooted in a student’s positive identity development
- C. Create connections between students and educators, across all their educators network
- D. Develop one place for important real-time information to be shared across a student’s network

The team created & administered surveys, conducted focus groups for 325 Parents, 250 Students, 80 percent of PSS teams, and those teachers participating in the pilot. Sample questions included:

- Who do you access info from?
- Who do you share info with?
- What isn’t being shared? Barriers?
- How does info sharing impact you?
- Do you have all of the info you need?

Through this research they found:

1. Students express a desire for teachers to know more about the following:
 - Interests & activities, personal life, academic/basic information
- Counselors:
 - More information wanted about what students view as positive experiences and interactions
 - Will share information but following confidentiality protocol is priority
- SIDs/Social Workers:
 - Want more information about the positive and negative events that impact their students’ days
- Teachers believe information sharing creates connection
 - A more nimble feedback loop between adults in student’ networks
 - Believe information about student successes, activities, extracurriculars will create a stronger foundation for learning to take place
- Parents want the following:
 - Improved proactive & strategic communication vs. reactive & punitive
 - More personalized information specific to their student
 - The feeling that their child is *known* to teachers, counselors and other adults in the school
- Common Barrier - Time for face to face interactions

A number of slides in the presentation showed how the disconnect between the student and the District could be improved.

Dr. Lessing spoke about using a Mood Meter that helps students identify their feelings. Face-to-face contact is better, but time does not always allow it, especially for teachers. The potential to share information in one's network has interesting ramifications. It happens on Google. Adults are thinking as a network. Work with students on this as well. One member noted that this presentation was very educational. It was "much about students advocating for themselves and how the District can help students who are reluctant to do that." One person suggested that digitized relationships can be dangerous as nothing replaces the face-to-face conversations in order to get student buy-in and develop trust.

At this point, baseline data is being gathered—where people start and where they finish. An evaluation program is being created. AL:

Presentation of Instructional Materials

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the Instructional Materials at its regular May Board meeting. Each year, the administration seeks formal Board approval of consumable texts that were provisionally approved during the previous year. This year, texts are submitted for approval from the English and History Divisions. Pursuant to the provisional approval of the above instructional materials, teachers submitted texts for review, first to their Division Head, and then the Assistant Superintendent for Curriculum of Instruction. Once provisionally approved by both parties, the texts were then purchased from Division budgets and utilized in the classroom. If the teachers using the materials deemed them to be successful, the texts were then formally submitted a second time to their Division Head and ASCI for Board approval. This year, 27 texts are submitted for approval from the English Division, and five from the History Division. This report included two attachments: first, a list of all texts submitted for approval, and second the Instructional Materials Adoption Forms submitted for each text. If approved, any additional texts that are needed for next year's students will be purchased out of next year's Divisional budgets. No additional funds are needed in our budgets to satisfy this request.

Board of Education Budget FY 2019

It was the consensus of the majority of the Committee of the Whole members to approve the Board of Education's budget at the Special Board meeting following this meeting. The budget was increased 6% due to increased audit and legal fees.

Leadership Stipends

It was the consensus of the majority of the Committee of the Whole members to recommend that the Board of Education approve the Leadership Stipends as presented at its regular May Board of Education meeting. While this report also included all of the stipends referenced in the Faculty Senate Collective Bargaining Agreement, it is not solely faculty positions. Stipend payments are considered part of one's creditable earnings.

The stipend for MURREE was dropped because that purpose no longer exists. A Master Scheduler stipend was added and due to a pending retirement, more changes will occur. The Division Head for Counselor position will provide support for the Assistant Principal for Student Services. Deans of Disciplines and Counselors receive a stipend commensurate with their steps and lanes. Their responsibilities for this stipend are not included in their regular roles. Program Chairs are the lead support in Special Education and Fine and Applied Arts Divisions.

Renewal of Contract with Hanover

It was the consensus of the majority of the Committee of the Whole members to recommend to the Board of Education that it approve the renewal of the contract with Hanover at its regular May Board of Education meeting. The cost will be \$37,240, which reflects a 2% increase. Hanover is completing a

report on instructional coaching and its framework. The Holistic Community Education Action Team used Hanover’s report to analyze 8th and 9th grade academic and behavioral data. Both HCE and SEL action teams have initiatives that Hanover can assist with next year. When asked how the District can build capacity to do this work in-house, the administration responded that while there is an interest among the administration to do this, there is limited capacity to do this well. The Assessment and Research Office at Evanston Township High School has five people in its office and it has a robust relationship with a university as a result of the grant.

Policies for First Reading

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

Action and Policy	Explanation
<u>Policy 2:260</u> , Uniform Grievance Procedure	PRESS recommends changes as a result of changes to the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a), amended by P.A. 100-554.
<u>Policy 4:40</u> , Incurring Debt	PRESS recommends an amendment to this Policy. The administration has reviewed, and the only change would be to add “or his/her designee” in the first paragraph, line four after the word “Superintendent.”
<u>Policy 520</u> , Workplace Harassment Prohibited	PRESS recommends an amendment to this Policy due to changes in the State Officials and Employees Ethics Act, 5 ILCS 430/70- 5(a), amended by P.A. 100-554. The administration supports these amendments.
<u>Policy 5:20 E</u> , Resolution to Prohibited Sexual Harassment	The State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a), amended by P.A. 100-554, requires school districts to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment by January 15, 2018. Though that date has passed, there are no penalties in the law for failing to pass the resolution by that date.
<u>Policy 5:35</u> , Compliance with the Fair Labor Standards Act	PRESS recommends a distinction between collective bargaining unit employees and those not covered by them.
<u>Policy 5:70</u> , Religious Holidays	PRESS recommends a more generic referral to the collective bargaining agreements.
<u>Policy 5:80</u> , Court Duty	PRESS recommends a more generic referral to the collective bargaining agreements.
<u>Policy 5:100</u> , Staff Development Program	PRESS recommends a more generic referral to the collective bargaining agreements.
<u>Policy 5:150</u> , Personnel Records	PRESS recommends a more generic referral to the collective bargaining agreements.
<u>Policy 5:185</u> , Family and Medical Leave	PRESS recommends a more generic referral to the collective bargaining agreements.
<u>Policy 5:200</u> , Terms and Conditions of Employment and Dismissal	Optional. New subsection provides information to the district employees and the community that 105 ILCS 5/14-1.09a, amended by P.A. 100-356, prohibits school social workers from moonlighting by providing services to students attending
<u>Policy 5:270</u> , Employment At-Will, Compensation	PRESS recommends a more generic referral to the collective bargaining agreements.

Policy 5:290 , Employment Termination and Suspensions	PRESS recommends a more generic referral to the collective bargaining agreements.
Policy 5:300 , Schedules and Employment Year	PRESS recommends a more generic referral to the collective bargaining agreements.
Policy 5:320 , Evaluation	PRESS recommends a more generic referral to the collective bargaining agreements.
Policy 5:330 , Sick Days, Vacation, Holidays, and Leaves	PRESS recommends a more generic referral to the collective bargaining agreements.

CCB Recommendations

On January 28, 2016, the Board of Education formed the Culture Climate and Behavior (CCB) committee. The committee consists of board members, administrators, faculty, staff, students, parents, and community members. During the 2017-18 school year, CCB committee members met twice a month to study, discuss, and make recommendations to improve Oak Park and River Forest High School's culture, climate, and student behavior.

Over the course of this school year, the committee divided into small work groups to focus on four discreet assignments: Student and Family Voice and Belonging; Faculty and Staff Voice and Innovation; Community Voice and Connections; and Student Tardiness. After research and discussion, each workgroup developed draft recommendations and presented their findings and recommendations to the committee at large. The draft recommendations were refined or deleted based on committee feedback. On April 4, 2018, Dr. Pruitt-Adams and Ms. Cassell presented the draft recommendations to the Faculty Senate and received comments during the meeting and through a staff feedback online tool. CCB used the feedback received and knowledge gained throughout the last two years to finalize and approve the recommendations.

Dr. Pruitt-Adams reviewed the recommendations with the committee members that were included in the packet.

Discussion ensued about Restorative Justice. One member was disappointed by the Committee's recommendation to review current RJ practices, rather than implement them. It was explained that CCB made the same recommendation last year, but it was not accomplished. This recommendation includes having someone knowledgeable in Restorative Justice Practices auditing the practices that are already occurring in the building. This recommendation will require additional resources. It may be that this position is short-term. Board of Education members wanted to see action.

Dr. Pruitt-Adams will add timing and ownership to the recommendations, as it was the consensus of the CCB for the Board of Education to prioritize the recommendations.

A suggestion was made for the HR Department to conduct interview exits or access them online.

The committee members were very appreciative to Ms. Cassell for her work with the committee this year, and the past work of Ms. Dixon Spivy for leading the committee the previous year.

Future Agenda Items

Funding scenarios for IMAGINE work.

Adjournment

At 8:58 p.m. on Tuesday, May 15, 2018, Dr. Moore moved to adjourn; seconded by Ms. Dixon-Spivy. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton
Clerk of the Board