

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

Culture, Climate and Behavior Committee
May 5, 2016

A Culture, Climate and Behavior Committee meeting was held on May 5, 2016. Chair Dixon Spivy called the meeting to order at 7:06 p.m. in the Board Room. Committee members: Mary Blankemeier, Jennifer Cassell, Lincoln Chandler, Anthony Clark, Wendy Daniels, Cathy Gustafson, Dr. Steven Isoye, Latoya Jackson, Melanie McQueen, Ralph Martire, Nathaniel L. Rouse, Cormac Warden, Jonathan Weintraub, Lee Williams, and Sara Dixon Spivy.

Absent were Anthony Brooks, Sheila Hardin, Naomi Hildner, Steven Jackson, Lindsay Moore-Fields, Cormac Warden, Val Yarrington, and Kayla York.

Visitors

None

Public Comments

None

Approval of Minutes

Ms. Hildner moved to approve the minutes of April 21, 2016, as presented; seconded by Ms. Daniels. A voice vote resulted in motion carried.

Review Feedback/Current Agenda

Ms. Gustafson shared the feedback from the last meeting. The themes were:

What did you learn?

Details of Code of Conduct, different levels of infractions, and consequences

All about tardies

What surprised you?

Tardy issue, MENTA

What else do you want to know?

More specifics, solutions

The goals of these beginning meetings are to 1) build an understanding of current practices at OPRFHS, 2) build an understanding of research of disciplinary practices; and 3) focus on prevention, intervention and response.

The norms were reviewed, noting that numbers 7 and eight had been added.

1. We will work together as a community that values building consensus.
2. We will be fully “present” at our meeting by being prepared and being attentive.
3. Share examples which do not include references to specific individuals or specific situations.
4. We will invite and welcome the contributions of every member and listen to each other.
5. We will operate in a collegial and open atmosphere.
6. We will be guided by the Oak Park and River Forest High School mission statement which enhances success for all students
7. Assume positive intentions from every member and every presenter
8. Listen to understand, not to reply

The Committee members were then asked what other questions about the Code of Conduct they wanted to know. The responses were:

- 1) Does dress provoke situations with regards to conduct? Are notations made in discipline about gang violence, certain colors, etc.? How many discipline referrals are there for dress code infractions? If not cognizant when the situation is happening, it could be missed, i.e., drug dealers.
- 2) How often are faculty members encouraged to review and work on the Student Handbook and are uniform in the enforcement of the rules? Is the faculty fully informed of the Code of Conduct? How often do faculty members review it?
- 3) What is the ability to drill down on the tardies, not just incidents, as one student could have eight tardies every day; is it a repeat offender or is it more widespread?
- 4) Which substitute teacher keeps marking one of the member’s son absent when he is actually in class?
- 5) Are students on time more often on late start days? The response was no, tardiness increases on late start Wednesdays. A suggestion was made to look at late start tardies as parents may not be home and the days are random and could create confusion for students. One student stated it was because class started at 9:45 a.m., instead of 9:30 or 10:00 a.m. and students found that confusing.

Overview of Discipline Process and Available Data

Mr. Chandler reviewed the OPRF Discipline Process.

- 1) Referral, i.e., the notification to an SID officer that a student may have committed an infraction. Not all referrals are recorded, as referrals can be informal (conversation, email, phone call). However, formal referral forms can be completed and submitted, and SIDs can observe a student's behavior directly. Also, faculty, staff, or other students may notify a SID of a student's behavior.
- 2) The infraction, i.e., the offense that the student is found to have committed. Not all referrals result in an infraction being recorded. The Code of Conduct lists five levels of infractions, each increasing in severity. Some infractions are defined explicitly by State of Illinois statute and are subject to limited or strict interpretation. Some infractions are not explicitly defined, but are recordable as “Gross Misconduct.” SIDs consult the student one-on-one, and might also consult relevant students, staff, advocates, and guardians as needed before making their decision. Infractions

are not part of a student's permanent record; i.e. the information is not passed along to colleges or potential employers.

3) Consequence, i.e., the student's assigned penalty for committing the Infraction Every student with a recorded Infraction is assigned a consequence The Code of Conduct establishes guidelines for consequences based on the severity of the Infraction and/or State of Illinois statute The SID team has some discretion in assigning consequences and has clearance to assign more lenient consequences than those found in the Code. As of the 2015-16 academic year, OPRFHS offers a 5 – day, off-campus suspension at MENTA as an alternative to a 10 – day, out of school suspension

Mr. Chandler reported on the process for when students are tardy.

Referral (Late Check-in)

Tardies (up to 10 min late) are recorded using the HERO system, so the referral is automatic

Consequences are determined by the number of tardies accumulated; detention is most common. Students have until the end of the following day to serve or schedule detention

Those students who don't receive an automatic "FTS" infraction and are notified to schedule a make-up and the detention is still not served, a "Failure-to-Serve" infraction is noted. "Failure- to-Serve" accounts for nearly 80% of the infractions and consequences. Twenty-one or more tardies in one semester triggers a SID referral for "Excessive Tardiness", a Level 1 infraction. The primary source of discipline data captures infractions and consequences. During the first semester of the 2015-16 school year, there was a total of 1,873 infractions and only 373 infractions were not FTS. In order to complete the picture, more data will be needed, i.e., some formal referrals from Skyward, the source of referrals from Skyward, and a detailed tardy data from HERO.

Questions: Is this higher or lower than you thought versus the number of students? WD finds this information encouraging. How many students were committing those infractions?

Where does OPRFHS fall compared to other schools such as Evanston Township High School, MSAN schools, West Suburban Conference schools, etc.?

LC Focus on the 745 students.

Infraction	students (n=745)	pct. Of total
1	302	41%
2	164	22%
3	108	14%
4	64	9%
5-6	65	9%
7+	42	6% (there was a wide scope in this group)

A comparison of the tardy data to the natural breakdown of the community, i. e., race, gender, and target abnormal situations. Time is needed to make data intuitive.

The initial look at discipline data will focus on the following factors: Multiple infractions (how many students are receiving disciplinary action more than once?), race (are referrals for white students handled differently than referrals for students of other races?), class year (are infractions decreasing as students get older?, and gender (is the dress code being unfairly enforced?) The biggest area of consequences is tardy at OPRFHS. Other questions would include 1) are their classroom management issues? What are the drivers of late to school tardies and late to period tardies? How many minutes late to class are students? What other information is captured, i.e., the reason for the tardy? The reason for a student to be tardy is self-reported, and if there is a reason, the student can talk with his/her SID, and it can be removed. Sometimes students cannot find a person from which to get a pass.

The administration stated that because the District has a system in place, students do a better job of being on time. The District is also getting better at tracking the problem. The clocks in the hallways go to 5 minutes between passing periods with a warning bell 1 minute to class time. Students do respond to the warning bell.

One member felt that going from class to class was not an easy process because of having to deal with locks, PE (after swimming), and getting books. Students have to go to the second floor to get help with locks, lockers, etc. Many students do not use their lockers. Another member stated that some teachers will consider a student late if they are not in their seat when the bell rings.

Discussion continued. Sometimes if a teacher has to stop lecturing to have a conversation with a student because they are late, it can be problematic. Being late to school and late to class have different drivers. Transportation could be a factor for those coming to school late for the first part of the day versus during the day. If parents run late, students are late. Can the school combat that factor? If a student is perpetually late in the morning and the parents say they cannot get their children up in the morning, counselors will not schedule a first-period class. Once they are school, the District can change their behavior. How many students who lots of tardies have other types of infractions for talking back, etc.? While some students have been taught never to talk back, students with behavioral issues do not have that kind of parental support. Interventions have to be tailored to individuals. Motivation is a factor as well, and it may speak to the class, the teacher, or the system. If students are motivated, they will not be late. Rather than positive reinforcement for being on time, it is negative reinforcement. FTS and tardies are almost nonexistent for those who want to attend homecoming, prom, etc. A tardy factor is the volume of juniors and seniors who leave school for lunch and cannot find parking places when they return and then all of those students are late.

Homework

Read in the *American Educator*, from “Reaction to Prevention,” pg. 4-11. Summary of the research, what schools are doing, historical perspectives, and the problems.

Reflections

A suggestion was made to schedule these meetings for the long-term.

The agenda for the next meeting will be data and Senate Bill 100, law and policy.

Discussion, Analysis, and Questions

Mr. Martire reported that Senator Lightford was happy OPRFHS was doing this.

Adjournment

At 8:06 p.m., Mr. Martire moved to adjourn; seconded by Ms. McQueen. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton
Clerk of the Board