

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

Culture, Climate and Behavior Committee
March 1, 2018

A Culture, Climate and Behavior Committee (CCB) meeting was held on March 1, 2018. Chair Cassell called the meeting to order at 6:37 p.m. in the Board Room. Committee members present were: Jennifer Cassell, Greg Johnson, Dr. Jackie Moore, Aliyah Young, Sara Dixon Spivy, Andrea Riles, Wendy Daniels, Ralph Martire, Jonathan Weintraub, Lee Williams, Dave Walksler and Lee Wade. Also present was Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors: Lincoln Chandler, consultant.

Public Comments

None

Minutes

Ms. Daniels moved to approve the minutes of February 1, 2018; seconded by Ms. McQueen. A voice vote resulted in all ayes. Motion carried.

Small Group Breakout

Ms. Cassell invited the individual groups to meet in their assigned rooms and to return to the Board Room for the wrap-up discussion at 7:50 p.m. These groups were asked to take notes so that a board report could be created.

Recommendations were made as follows:

Student Tardiness

(Jennifer Cassell, Laura Hardwicke, Jonathan Weintraub, Aliyah Young)

Recommendation 1: OPRF will reduce racial disparities in its student tardy data, which shows that African American students are overrepresented in the “late to class” and “five or more” tardies categories.

Action step 1: Assemble a cohort of interested staff to examine the tardy and excused absence policies through an equity lens and to provide recommendations to the Board of Education by April 2019 for revising these policies to reflect OPRF’s mission and to ensure equitable application.

Recommendation 2: OPRF will research the root causes of student tardiness and actively work to reduce student tardiness through positive and consistent messaging about the importance of being in class and being on time.

Action step 1: In the 2018-19 school year, create and release a student-made video addressing the importance of being in class and on time and providing tips on navigating the school’s busy halls during passing periods.

Action step 2: Beginning in the 2018-19 school year, incorporate questions into the school’s annual climate survey inquiring about the reasons for student tardiness.

Action step 3: By June 2019, OPRF administration will draft and distribute a schoolwide statement setting out the district's expectations surrounding student tardiness, absences, and creation of a positive learning environment that values instructional time.

Recommendation 3: OPRF will enhance the operational aspects of its tardy system to facilitate a consistent and equitable application of the tardy policy and the use of HERO tardy passes.

Action step 1: Beginning in the 2018-19 school year, increase the number of functioning HERO scanners available during the school day.

Community Voice and Connections

(Wendy Daniels, Ralph Martire, Melanie McQueen, Dr. Joylynn Pruitt-Adams, Sara Spivy, Lee Wade)

1. Town halls
2. Place of worship
3. Student advisory
4. Parent friendly policies (family visitation day notice, videos for parents who can't attend functions, etc.)

Student and Family Voice and Belonging

(Naomi Hildner, Dr. Jackie Moore, Ryan Moore, Annie Riles, Nate Rouse, David Walksler)

1. Build a working definition of restorative practices for OPRFHS. Conduct a restorative justice inventory as to what is currently happening in educational spaces. Identify a cohort of interested teachers/staff to study and explore how restorative practices can be further utilized at OPRFHS.
2. Recruit and retain diverse faculty and staff by offering additional support to make employees feel welcome and included. This would include:
 - Development of racially conscious hiring protocols.
 - Reviewing our new teacher/staff orientation to build upon its strengths and provide explicit information and instructions on faculty/staff supports.
 - Examine ways to breakdown hierarchy related to faculty and staff positions. An example of this would be to investigate the intersectionality between race and the hierarchy of the positions.
3. School-wide book study – there is no way to mandate this unless it is part of our current professional development. There is a current book study occurring within certified and (some) non-certified staff in our PD plan. We are studying Robin DiAngelo's "What does it Mean to be White?". A community book study would not be part of the current plan. **This is information for CCB and not a recommendation to move forward. We included this as an explanation/answer to a previous question.

Review of Parking Lot

Committee members were asked to provide their notes to Ms. Kalmerton for inclusion in the minutes.

Adjournment

At 7:57 p.m., Mr. Martire, moved to adjourn; seconded by Ms. Hardin. A voice vote resulted in all ayes. Motion carried.

Submitted by
Gail Kalmerton