

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

**Culture, Climate and Behavior Committee**  
**May 21, 2019**

A Culture, Climate and Behavior Committee (CCB) meeting was held on May 21, 2019. Interim Chair Moore called the meeting to order at 6:40 p.m. in the Board Room. Committee members present were Benson, Carioscio, Daniels, Harris, Hildner, Johnson, Jones, Lembke-Bell, McQueen, Martire, Moore, Pruitt-Adams, and Weintraub. Also present was Gail Kalmerton, Executive Assistant/Clerk of the Board.

**Visitors**

OPRFHS staff Rebecca Giesenschlag and Krystal Jones, and Dr. Lincoln Chandler, educational consultant.

**Public Comments**

None

**Approval of Minutes of April 18, 2019**

No action was taken.

Ms. Hildner was thanked for her commitment to this work and wished her well as she was retiring as a teacher at the end of the year.

**Data Metrics/Accomplishments**

Ms. Jones and Mr. Chandler demonstrated the metrics that had been identified for the CCB dashboard. The metrics were identified from reports to the Board of Education as well as other resources. The challenge has been how to present them consistently.

The graduation rate selector can be disaggregated by:

- A) LEP Status
- B) Economic status,
- C) 504 plan,
- D) IEP
- E) Race and ethnicity
- F) Gender

The metrics are listed as percentages rather than numbers because of the ongoing confidentiality issue. One concern by social workers and psychologists is how different groups describe mental health.

The metrics on attendance can be broken down by 1) semester, 2) first period, 3) second through eighth periods; and 4) chronic absenteeism.

The metrics on discipline can be broken down by semester, enrollment versus infractions by race, and by the type and race.

Student Achievement was also a selector and which included 1) Overall SAT Performance with College Board Benchmarks by Year and SAT School Day Performance with Illinois Benchmarks by Year, all of which can be disaggregated by race, gender, etc. More data points will be added and the plan is to roll this out in September.

Discussion ensued. It was important to administer the PSAT in eighth grade so that the results can be used to determine course recommendations and interventions, if necessary. The ECRA's dashboard will allow the District to tell its own story or "narrative" with interventions.

Some of the members asked, "What is missing? How does the District get to the actual seed as to what is needed in order to make a visible shift in the data.

One member suggested that this information be used to

- 1) evaluate what is in play right now, determine which programs are addressing the issues, and then tie the data to programs that are proven to move the needle;
- 2) determine the big levers that these programs fail to change;
- 3) modify or use another evidence researched-based program; and
- 4) communicate with the public.

OPRFHS has been correct over the last couple of years to make systemic change, because the data shows that an anomaly by race exists. A systemic change would be evidence- and research-based approach. This is about systems and subsystems analysis.

Another member pointed out that this is an ongoing, national phenomenon, not just an OPRFHS phenomenon. The District is aligning the data with its Strategic Plan and, thus, the activities in the Strategic Plan are linked to those outcomes important to the District. The scorecard will be available to everyone. Several people liked the scorecard's presentation and offered that it will add a level of trust back to the community.

Several members were very concerned that no one was "meeting" or "exceeding" in math. More alignment is needed between District 97 and District 200. District 200 has had promising conversations with District 97. About 10 different math experiences exist, which makes it reasonable that inequitable data exists. Tracking needs to be limited. District 90 had realized that 33 more minutes of math instructional time and practice were needed in order to master the new common core curriculum. Thus, block scheduling was considered. The community objected. The other side is that the K-12 education usually moves a student forward only one grade level. However, the growth could be enhanced for those who are lagging. It is beneficial for the school to meet the students at their level when they enter school.

Another member believed in mastery learning and block scheduling. When the discussion of a year-round school occurred, this member felt it would be a good choice, if it could be structure with a whole day of science and a whole day of math (3-hour sessions with a mental break in

between). This member also hoped the school could offer summer intensive reading, math, and language emergent classes on Saturdays, etc., to help propel students where they need to be.

### **Student Code of Conduct**

The Code of Conduct will remain status quo for next year. The District is moving forward on Restorative Justice Practices and next year UMOJA will be working with the administration, deans, safety and security to revamp the Code of Conduct so that it is restorative rather than punitive.

### ***Student Handbook***

The Racial Equity Policy will be included in the Student Handbook. Mr. Ammons, the new Executive Director of Racial Equity and Student Success, will begin to design its procedures.

Discussion ensued regarding cell phone procedures. Many staff and student leaders feel an inconsistency exists in the implementation of these procedures. Some faculty and administrators will continue the research on this during the summer. If a recommendation is made to change these procedures, an addendum can be added to the *Handbook*.

One member was perplexed as to how cell phones came to be in the classrooms. One reasoning was so that parents could have access to their students in an emergency (what is the definition of an emergency). It was noted that during parent visitation day, students were disengaged in the classroom because they were on their phones. Some teachers allow their use and some do not. Some teachers use it as an educational tool. Mixed messages are occurring throughout the school. The administration is exploring the use of an app to lock the phone, phone holders at the front of the classroom, etc. Students have suggested that they be awarded bonus points if the whole class turns off their phones. Some school age children have become addictive. This addiction causes much anxiety.

One member spoke of her experience as a parent and the fact that her child had been become addicted; it took six months to break that addiction. District 97 has “screen time” limit, and she hoped that a group of community members, and parents who are interested in equity work, and the cell phone issue can work together to eliminate this problem. A new wave of parents believe that cellphone use is unhealthy and want to minimize or eradicate its use. Another member suggested that perhaps the Board should have a forum on this issue to raise awareness.

### **Strategic Plan**

The administration noted that the Strategic Plan was in the process of being revamped and its goals were being collapsed from six goals to four goals--Transformative Learning, Social Emotional, Transformative Leaders, and Holistic Community Education (HCE). Restorative Justice Practices is a part of HCE. Rather than disbanding the Strategic Plan Accountability Oversight Committee members, they would be invited to attend this committee twice per year when the Strategic Plan is presented. The administration wants critical feedback tied to the overarching goals and this group’s insight as to what is being done well and what can be tweaked is important. Evidence folders have been shared in advance.

Discussion ensued. One of the members was concerned about violating the Open Meetings Act if other people are invited to attend its meeting, as the CCB is a board-appointed committee,. It was explained that in the first year, the administration tried to take CCB and fit it in with the goals of the Strategic Plan, which was difficult because it was embedded with strategies of the Strategic Plan. Thus, a subset was created. When presentations were made to the CCB and to the Strategic Plan Accountability Committee, much data overlapped. The hope is to meet collectively and provided feedback on the information received.

### **Review of Parking Lot**

Next month the committee will review the updates on the recommendations. Drs. Moore and Pruitt-Adams will design the agenda.

### **Adjournment**

At 8:06 p.m., Dr. Martire moved to adjourn the meeting; seconded by Mr. Carioscio. A voice vote resulted in all ayes. Motion carried.

Submitted by:  
Gail Kalmerton