

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

Culture, Climate, and Behavior Committee
September 10, 2019

A Culture, Climate, and Behavior Committee (CCB) meeting was held on September 10, 2019. Chair Gina Harris called the meeting to order at 6:35 p.m. in the Board Room. Committee members present were: Trinity Anderson, Talib Becktemba Goss, Wendy Daniels, Linda Frances, Karen Grimes, Laura Hardwicke, Gina G. Harris, Megumi Hoshi, Greg Johnson, Krystle Jones, Linsey Kirby, Cheryl Jones-McLeod, Kebreab Henry, Frances Kraft, Ralph Martire, Melanie McQueen, Dr. Jackie Moore, Livia Nitsche, Kyla Pereles, Dr. Joylynn Pruitt, Roxana Sanders, Susan Stephens, Chase Thompson, David Walksler, as well Gail Kalmerton, Clerk of the Board.

Visitors

Also present were Christopher Thieme, Michael Carioscio, Christian Fountain, Laurie Fiorenza, Kathleen Osta, Dr. Mary Young, OPRFHS Faculty and Staff; Lincoln Chandler, educational consultant; and John Duffy, community members.

Public Comment

None.

Approval of Minutes of April 18 and May 21, 2019

Mr. Martire moved to approve the Culture, Climate and Behavior meeting minutes of April 18 and May 21, 2019; seconded by Ms. Daniels. A voice vote resulted in motion carried.

Restorative Practices Circle

Ms. Harris led the Committee members through a restorative practice circle, actually sitting in a circle. She introduced it by saying that this was about creating a safe space and the group norms that should be followed: 1) Listen actively, 2) exercise respect, 3) courageous space, 4) focus on the unconscious bias; and 5) non-closure. First, she reviewed the circle agreements as follows:

Stay Engaged	→	Don't check out
Speak Your truth	→	What's in Your Heart
Experience Discomfort	→	Connect with Your Feelings
Expect/Accept Non-Closure	→	Agree to Disagree
Maintain Confidentiality	→	What is said here, stays here
Move up/Move Back	→	No one Dominates
Listen Resiliently	→	From the Heart
Silence is OK	→	Allow space for quiet
Remember to BREATHE	→	Pausing pays

Restorative Justice Practices is about addressing and discussing the needs of the school community, building healthy relationships between educators and students, resolving conflicts, holding individuals and groups accountable, repairing harm and restoring positive relationships and reducing, preventing and improving harmful behavior. The objectives for these circles are that one feels 1) seen, 2) heard, 3) understood, 4) connected to others, and 5) given and received respect and perhaps affection from others. Ms. Harris encouraged Committee members to ask questions if they did not understand something. The Committee members received a link to a TedTalk prior to the meeting. Ms. Harris invited each member to give their impression of the video as well as what had connected them to this Committee. Each

member responded. Member comments included continuing their interest in the Committee from previous years, participation as a faculty and staff; students, parents of current students, graduates, or younger students, policy makers, to give back; previously on Strategic Plan Accountability Oversight Committee, interested in child welfare, socioeconomics, effective committees, etc. Comments relative to the video included:

- 1) A reminder to always be open to people's stories.
- 2) One may understand something at first glance, but it does not hurt to put oneself in another position
- 3) No story is linear
- 4) Related to immigration
- 5) The key is to listen
- 6) It is easy to presume one knows other's stories
- 7) Everyone brings gifts

Restorative Justice Practices is about addressing and discussing the needs of the school community, building healthy relationships between educators and students, resolving conflicts, holding individuals and groups accountable, repairing harm and restoring positive relationships and reducing, preventing and improving harmful behavior. Ms. Harris also acknowledged the ancestors who came before and their work. The idea of a circle is to build community, and it is valuable to learn about each other stories so that everyone can support the efforts in the building and be open and clear. A commitment by everyone was made to keep the circle safe.

Overview of History of CCB

Dr. Chandler reflected on the CCB's mission and background. In the Spring of 2016, Board reformed the Parent Teacher Advisory Committee (PTAC) Committee as the Culture, Climate and Behavior Committee and expanded its scope from Code of Conduct to a general review of OPRF policies and practices. In 2016-17, the CCB defined its mission with an explicit focus on racial equity, reviewed past racial equity work, and developed draft recommendations for the Board. In 2017-18, the CCB's recommendations were refined and approved by the Board. The Superintendent mapped its initiatives to the Strategic Plan and assigned ownership and identified a timeline. In 2018-19, the CCB initiatives were implemented throughout the campus, with regular updates from District leadership and staff. The CCB provides input on Data Dashboard and other district initiatives. The areas of focus in 2019-20 are: 1) aligning CCB activities with the overall OPRF Strategic Plan, 2) building awareness of restorative practices and equity work, both on campus and in the broader community; and 3) expanding the analysis of discipline data and culture and climate indicators.

Ms. Harris reiterated that the Committee had already done great things, but there was more to do. When talking about behavior, usually it is just trying to get students to do something. She felt it was less about what the students were doing and more about them being comfortable in their environment.

Strategic Plan and Accountability

Mr. Carioscio reviewed the four-page document that was posted to the agenda that showed the Strategic Plan's focus for 2019-20, the focus and progress for 2018-19; how the CCB was aligned to the Strategic Plan in 2017-18 and finally how CCB is embedded into the plan. In addition, a historical perspective from 2016-17 was also provided.

He noted that this document will be shared with the Board of Education and that it represented the highest level of commitments. Last year there were six goal areas which then consolidated into four. They are:

Priority 1: Racial Equity *Eliminate race, socio-economic status, and other social factors as predictors of students' academic achievement and social-emotional growth.*

Priority 2: Transformative Education* *Take a holistic, supportive, transformative approach to providing engaging, equitable learning experiences. This goal will incorporate Holistic Community Education and Social-Emotional Learning and Transformational Teaching and Learning.*

Priority 3: Transformative Leadership *Hold leaders to high expectations in responsibilities, policies, practices, and professional development, and create opportunities that support effective teaching, learning, and leadership. Roxana Sanders is the lead for this goal.*

Priority 4: Operations, Facilities, and Finances *Make fiscally responsible, student-centered decisions that allocate resources to ensure excellence and equity for all. This includes Project I, which include renovations of 76 classrooms, restructured Special Education areas, a new student resource center including a new 3-story cafeteria, ADA compliant, gender-neutral bathrooms on the north side of the building on all four floors, .*

The administration reorganization aligns itself with the Strategic Plan.

The Committee of the Whole members will be presented with the high-level concepts and costs on September 17. The plan will allow more collaborative/hangout spaces, more student access to faculty, and the spaces will be brought up to date with current teaching and learning. What do these changes relevant to the experience of the students? The renovation of the Welcome Center was a CCB recommendation to foster a more welcoming/safer space. The plan is to break ground June 2020 and start with the demolition of the cafeteria, which will be the biggest challenge. The entire process should be completed by 2024. Every viable option is being considered for where students will have lunch during the renovation, i.e., use of the deck, alternative schedules, two half-period lunches, etc. No commitment has been made to anyone option. In addition, the bulk of the construction will be done during the summer, which will affect summer school. Students will have a voice in the challenges as well.

Ms. Harris invited the committee members to review the options and offer additional questions, as accountability is part of this committee charge.

Data Dashboard

Mr. Johnson recognized Krystle Jones, Coordinator of Assessment and research and the ET department members Chris Thieme, Christian Fountain, and especially Karin Ury for the exemplary work they did to develop the dashboard.

Ms. Jones reviewed the student metrics focus areas: student discipline, attendance, culture and climate indications, student achievement, college and career readiness, student performance and TBD. These areas were also noted in the minutes from the April meeting as well. ET worked to move the internal dashboard to external so that it can be interactive and CCB can access it. That work included developing new security procedures, building summary tables of all of the possibilities and extracting them to Data Warehouse, and purchasing new services for community access.

Ms. Jones provided a list of the widgets/charts that had been completed and a tentative time for the completion of other widget/charts, which is linked [here](#). The intent is to roll this out in early December and then discuss as a committee if it is ready to be public.

Ms. McQueen noted that the Committee had talked about earning back the trust of the community but in order to do that it would require being transparent. In addition, concern exists about sharing too much and divulging the privacy of students and families. Some of the information may be too granular. It is

intentional to be outward facing. She asked if there were a legal disclaimer to students and families that nothing will be too granular. Mr. Johnson will work on the wording.

Ms. Daniels is familiar with QuickBooks, and she has found that what one puts into it determines what one can get out of it. She raised the concern about how the information that is needed will be entered, so that everything will work. Ms. Jones responded that a large part of the framework comes from state reports. In addition, it is the intent to be able to disaggregate the data by race, gender, socio-economic, IEP, 504 status, etc.

Ms. Harris felt the dashboard was missing conversations about tracking more than just discipline, i.e., Restorative Justice Practices (RJP), what can be happening, a time-lapse on what is happening, what they are and what they look at. Ms. Jones stated that all of the tabs would show all areas, i.e. CCB surveys, dual enrollment participation, engagement in activities, etc. Mr. Thieme added that over the years discipline had been coded differently and a narrative was needed from year to year to explain the capturing of data differently. Capturing data points on Restorative Justice Practices is new. Restorative Justice Practices is in the implementation phase at this time. A group of 25 was trained in RJP last year and it will be discussed in TCTs this year. However, the metrics will be hard to determine because the implementation of RJP school-wide. A goal established through the Strategic Plan when talking about merging with the CCB plan, Parker and lead dean have a goal to revise student code with RJP in mind.

Ms. Francis noted that a dashboard is created to tell a story and asked what data points could be used to tell if the District were moving the needle on an established goal? The District can also point to something it is doing and explain what results are expected. She noted too that SAY focuses on belonging. What data points in the dashboard shows an increase in a student's sense of belonging? The administration is using connectedness data that goes back to 2010, but it was only disaggregated in 2016 and 2018. The administration is looking at discipline as a contributing indicator, i.e., mental and behavioral health as to where the students might be. Data can be used in different ways to inform the work. Ms. Anderson said that there is a huge gap between middle schools and high school and the behavior, to her, starts in middle school. She felt it would be worthwhile to look at the data from the middle school perspective and see how it changed from sixth grade to eighth grade and then from freshman to senior year.

Dr. Moore noted that much of the forward facing data had to do with discipline. She felt this seemed to be so student focused and punitive. She was concerned about the message it would be sending. She suggested the need to clarify the role of the data dashboard; it will not answer every question of the Strategic Plan. She wanted to see positive, asset-based measures instead of what students had done wrong. She suggested having data about staff and attendance and Restorative Justice Practices training to make it seem less that the administration was point to students to show its message. Mr. Martire stated that the District will be very focused on equity but the message and the reality is simple. The District is building a more educational equal and equitable system, because it is best practices. That is the message that should be communicated.

Ms. Francis stated that much of the Strategic Plan is effort focused, but CCB should find out what is impact-focused. What does the District expect to happen as a result of the activities--that is where the measurements come in. Accountability is about knowing the "what" and the "when."

Committee members were directed to send any other comments to Ms. Kalmerton directly because this meeting was subject to the Open Meetings Act.

Review of Parking Lot

If committee members have questions or ideas they would like to discuss, they can be added to a “parking lot” for later discussion at the next meeting.

Adjournment

At 8:03 p.m., Mr. Carioscio moved to adjourn; seconded by Mr. Martire. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton
Clerk of the Board