

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

**Culture, Climate, and Behavior Committee (CCB)**  
**December 3, 2019**

A Culture, Climate, and Behavior Committee (CCB) meeting was held on December 3, 2019. Chair Gina Harris called the meeting to order at 6:40 p.m. in the Board Room. Committee members present were Dr. Levar Ammons, Talib Becktemba Goss, Wendy Daniels, Linda Frances, Karin Grimes, Laura Hardwicke, Gina G. Harris, Greg Johnson, Cheryl Jones-McLeod, Kebreab Henry, Frances Kraft, Jason Lee, Ralph Martire, Melanie McQueen, Dr. Jackie Moore, Dr. Pruitt-Adams, Kyla Pereles, Roxana Sanders, Susan Stephens, and Dave Walksler.

**Visitors**

Jon McCoy and other community members.

**Public Comment**

None

**Approval of Minutes of November 5, 2019**

Ms. Frances moved to approve the minutes of the November 5, 2019 Culture, Climate and Behavior Committee; seconded by Ms. Daniels. A voice vote resulted in motion carried.

**Additional Comment Activity**

Post-its were distributed for the use of the committee members.

**Restorative Practices**

Ms. Harris stated that at the town hall meeting, a question was asked as to what the community could do to support the culture, climate and equity initiatives at the high school and how does the community play a role. She continued that the CCB would do more accountability work in the spring. Responses to the question included:

- Provide meaningful feedback
- Listen to people's thoughts
- One person was at the meeting because she was very connected to the high school and the issues here are primary to not just this community, but also the United States. This is a great high school and the school system is what is important for people who have children. The community has much stake in the high school, i.e. taxpayers. People are concerned and excited to have a pathway to be involved.
- Thoughts: 1) send representatives to meetings to get the factual information, 2) look at the minutes on the website, 3) all community members are appreciated for their passion; 4) community members should bring solutions instead of issues; 5) as part of the high school community, the parents and the business owners should reflect what is being done in the high school at home as well and start to have open conversations about cultural sensitivity so that their children are aware when they get to school and perhaps bullying will decrease, etc.; and 6) with regard to one's own accountability, make the correction from the point of love with the adults in the room.
- As a student, the school is the center of the community, which not only includes learning about curriculum, but real world things. Supporting the school is how one supports the community. People, who do not have kids in the school, can sometimes say "well that does not affect me,"

i.e., pool. However, it is an important part of equity because not everyone can afford private swim lessons or a pool pass, etc. People need to look beyond themselves and consider others.

- Looking at the broader community and OPRFHS rests at the center of what happens in the community. More openness and discussion is needed about what it means to be part of a community, whether one is retired and/or has students in the school. One must understand the value of community whether it be the Collaboration for Early Childhood Care and Education, the libraries, or the park districts and that requires monetary and civic engagement. As a parent, a community member, a taxpayer, and a board member, this person hoped to come to a place to be able to be open, to understand a common language and have shared goals and for the community to be less reliant on social media as a platform. She was trying to rectify how people often post misinformation or hateful information and then say hello in the grocery store.
- One student is involved in many communities – an OPRFHS student, football, baseball, child, and a person in this community. Everyone can make a difference. People need to identify bias and react to that. If that can be done, change can happen.
- Assume positive intent and give the faculty, staff, the Board of Education, and the administration, the benefit of the doubt. Instead of thinking of the negative, first get the facts, ask questions, look at the website, ask those people who are involved in the school questions. Once the truth is known, then make a decision.
- As a community, a teacher, a parent, an organizer, a realization is that too often it is “us versus them.” How does it affect me? She hoped to start with the building of relationships first and then connect over shared values. People have to trust in order to have forward movement.
- Communication is more rapidly available and if one felt change is needed, make one’s voice known outward rather than inward. Change is there, but one has to be open to it and people should speak up publicly and not just from behind a computer.
- Everyone in this room wants to do right for the students. For people to believe that the administration wants to do intentional harm is disappointing. The people who come to the high school are committed to students. Relationships are important and while the administration hears it should offer the “olive branch,” it is often slapped down because of the different beliefs or desires. Much has been accomplished in the last three and one-half years. While some are suspect of ill intent, one just has to look at the students in this room. Some kids make bad choices and that has always been the case. However, talented, committed future leaders walk these halls every day. This person’s desire was for the community to take off its blinders and take some ownership. During the ATM communication engagement meetings, the administration heard that it was the administration or the Board of Education that should be held accountable. What the administration did not hear from the community was the question as to how they could help make change.
- The high school can be subject to groupthink. What can the community do to positively affect the high school? Groupthink can be a disruptive force but a reminder as to what exactly is needed to engage in order to move forward productively.
- There are two levels of community. The diversity of this committee and school exists in few communities. Is there another place in the community to have equity trainings, i.e., libraries, so that peer institutions can help tell the story? This community has a great passion, which is missing from many communities. In addition, it needs to get past the distrust of living in an unjust world, and challenge one’s own definition of community. Are others being considered when talking about community?
- One member wanted the community to think more deeply and more critically to get beyond emotions and opinions and work harder on solutions. When people are so stuck in opinions, it is difficult to resolve some of the challenges.
- Have conversations with people who do not look like you in your neighborhood and make it uncomfortable on purpose. In order to have a dialogue that does not sound like yours. It could challenge a bias. Personal space was stressed. People should use their personal space to affect

change, not waiting for the community, the administration, or the Board of Education to do it. As a community member, look to one can do to affect a positive change and have a conversation.

- Parent of a child here and one at Julian, homeowner, taxpayer and work at the high school and we have an obligation to the community to walk our talk and to teach each moment. If someone says something outside of this room, then they should be called out and asked if they had thought about it in another way or looked at a person this way. The committee members are building upon each other and it is their responsibility and obligation to take this information they are learning to others.
- Care about not only one's children, but also everyone's children. That is a problem for society in general. The community has an obligation to go and listen to new points of view, otherwise people will be in silos and closed minded about what is good for your child.
- One member shared that his pastor was speaking about themes of community at church. He invited all to attend subsequent services about hope, joy, and patience, all of which encompasses love.
- Be respectful of others. Appreciate both change and progress are not linear and be patient that there are missteps, but we are generally on the right forward path.
- It depends on how well the community is engaged in an appropriate and positive way so the reality is that their jobs suck, taxes are too high, in-laws are coming, and some deadline is tomorrow. To get community support, they have to be engaged where they are.
- Have opportunities for the community to engage, i.e. invite neighbors.

Everyone committed to keeping the circle safe.

### **Dashboard Review**

Committee members reviewed the past month's meetings, the 2019-2020 Strategic Plan Focus, the Data dashboard information shared at the last meeting; and a list of the data points on the data dashboard. The CCB is now the accountability committee for the SP. When this group returns in January, a Strategic Plan update will be provided. The Committee members reviewed the SP goals related to racial equity. The procedures for the racial equity policy are being developed as well as a framework and timing. Much of the transformative education work revolves curriculum audit, the culture and climate in the building as it relates to community of warmth, freshman curriculum rewrite, looking at discipline referrals, rewriting student discipline code of conduct to be more aligned with restorative practices. Under transformative leadership working to hiring more reflect student demographics. Under facilities, student spaces are being explored. The money being spent is earmarked for impacting student performance.

### **Data Discussion (Small Groups)**

The committee members divided into four smaller groups and moved to different rooms to have individual discussions. The groups were asked to look at the data dashboard and what has been identified for focus for this. Is something missing? Is the data relevant to accomplishing what is planned.

### **Group Share Outs**

Group 1:

- 1) Discipline: asked for clarity of definitions for levels of fractions.
- 2) Attendance: A data point was that two or 3 times more people are late on the Late Start Wednesdays. Can the start of day be pushed to 10:00 a.m. rather than 9:45 a.m.?
- 3) Goal 2: Data points are needed on attendance discipline and achievement baseline and impact. Percentages had been added to attendance. When the administration talked about student discipline, it hit multiple areas.

Group 2:

- 1) If the District is hitting the mark, that will feed into other areas and will loop through transformational education and racial equity.

Group 3:

- 1) Regarding Priority 2, Transformative Education, sixth bullet point “by June 2022 decrease by half the opportunity gap....” The metric in this document is where and what would that look like?
- 2) Would trade schools be included in the post-secondary enrollment National Clearing House Data?
- 3) SAT Data? What internal support exists for students taking the SAT? Is it effective? This would be part of a program evaluation. This cohort will be the first with four years of data.

Group 4:

- 1) Most data refers to Priorities 1 and 2, but group 4 wanted an employee piece. It wanted to see not only the goals in the Strategic Plan, but also the how. Some demographic information might be shared with the committee depending on confidentiality. A brief description of the ECRA dashboard was given. It is a state template that allows a district to tell its story. The information is reflective of the ISBE Report Card information and it could facilitate links to the State Report Card and the OPRFHS Dashboard.
- 2) What climate data is available? 5Essentials is not disaggregated. What does success look like for the categories: That needs to be predefined.

**Adjournment**

At 8:10 p.m., Dr. Moore moved to adjourn; seconded by Ms. McQueen. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton  
Clerk of the Board