

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

Culture, Climate, and Behavior Committee (CCB)
January 07, 2020

A Culture, Climate, and Behavior Committee (CCB) meeting was held on January 07, 2020. 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, Janel Bishop, 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, Livia Nitsche, Dr. Pruitt-Adams, Kyla Pereles, Roxana Sanders, Susan Stephens, Chase Thompson, and Dave Walksler.

Visitors

None

Public Comment

None

Approval of Minutes of December 3, 2019

Dr. Pruitt-Adams moved to approve the minutes of the December 3, 2019 Culture, Climate and Behavior Committee; seconded by Mr. Johnson. A voice vote resulted in motion carried.

Additional Comment Activity

Post-it notes were distributed for the committee members' use.

Restorative Practices

In the Circle, people responded to the following question. How are you doing? Responses included how people felt physically, emotionally, and what had happened over the past month, including what they did during winter break such as family reunions, the loss of friends and/or family, the stress of the starting a new school semester, etc.

The second question the committee members responded to were: What was their vision for the school in 10 years. The responses included:

- 1) Being a strong, uplifting, and loving community.
- 2) Being a blue ribbon school with an exemplary rating, and the most sought after metropolitan high school.
- 3) Having a positive influence within the high school and bale to receive constructive criticism.
- 4) An Increase of information resources such as scholarships.
- 5) Authentically committed to mastery, with creativity.
- 6) Equity for all levels and all students. Students will be happy to be here.
- 8) A good place.
- 9) 2020 was the start of the freshman curriculum and it is visionary
- 10) Compassion and kindness
- 11) Community that wholeheartedly listens
- 12) Narrowing of racial disparity and students of color feel welcome and a part of the community.
- 13) A place where the concern of race is eliminated, and diversity is celebrated to the greatest capacity.
- 14) An institution that is proof positive of diversity and being a model for others.

- 15) Having equity and excellence as to who the students are everyday with no barriers and no exceptions
- 16) Feels like 2020 is the future. So much positivity now and it is possible that the big vision of equity will be achieved. However, because of the path and having felt overwrought and disappointed, the future is now with the possibility that the bumps can be overcome. People thought they had it in the 60's.
- 17) To be the best high school and not too political
- 18) Diverse with opportunities for all
- 19) Be a symbol of the resources it has, and that those resources are available to everyone.
- 20) Not only be a place where equity has been completed, but a place where students feel not only welcome, but also that they have a role in it.
- 21) Accessible by all people.
- 22) That the community and school work in partnership to make it a place where every student can strive and have opportunity.
- 23) For students to be physically and emotionally safe at all times.
- 24) Not tell what level students are at or that there is placement because of predetermined test and teachers reflect diversity of student body and feel connected enough to know they can always come back.
- 25) To be a safer place

Again, people committed to keeping the circle safe.

Racial Equity Policy Procedure Development

Dr. Ammons provided to CCB an update on the Racial Equity Policy implementation procedures that was provided to the Board of Education at its regular December meeting. The noted that the Racial Equity Policy mandates developing administrative procedures to ensure full implementation of the policy. Administration created a timeline and process for developing and implementing these administrative procedures. The policy comprises 12 sections, listed below, and detailed procedures and metrics are to be developed for each of these sections:

- Accountability and Monitoring: Methods of accountability and metrics to be reported to the BOE and community.
- Equity Analysis: Use of Racial Equity Impact Tool to mitigate the risk of racial inequity and implicit bias. [Procedure](#)
- Equitable Practices, Procedures, and Programs: Review process that considers over/underrepresentation of any groups based on race.
- Resource Allocation: Flexibility to differentiate resource allocation on the basis of student need
- Stakeholder and Community Engagement: Intentional, targeted outreach to parents and community partners to foster a culture of warmth and belonging. [Procedure](#)
- Diverse Workplace Initiatives: Plan to recruit, employ, support, retain and develop a racially and linguistically diverse school community. This includes Talent Management Plan that has been developed looked at via an equity lens. [Procedures](#)
- Professional Development: Plan to provide development to strengthen employees' knowledge and skills of strategies to eliminate bias and disparities in student achievement and hiring practice.

- Welcoming School Environment: Plan to offer a welcoming, emotionally supportive, and inclusive culture within the institution. [Procedures](#)
- Discipline Disparities: Provide alternatives to punitive discipline, including a focus on SEL and utilizing restorative lens. And, providing Multi-Tiered Supports. Note that the Deans are working to rework the Student Code of Conduct, which will be ready for the beginning of August. Ms. McQueen appreciated including false reporting in this document.
- Culturally Responsive and Relevant Teaching and Learning: Take consideration of classroom materials, assessments, and teaching that reflect diversity across the spectrum of social constructs. [Protocols](#)
- Equity Leadership and Infrastructure: Plan for funding and implementing activities to further the goals of this policy, including necessary leadership and infrastructure.
- Racial Incident Protocol: Outline the process for the school community (students/staff) to file complaints regarding alleged incident of discrimination. [Protocols](#)

Achieving racial equity for the students and staff is of the utmost urgency. The District must be intentional and consistent as it works toward the goal of equity, and creating the procedures requires diligence to ensure that they are appropriate and sustainable over time. The scope of the procedures for the 12 different sections will be both broad and detailed; their development and implementation are not linear but rather an iterative process.

The Racial Equity Procedure Development Team, which comprises administrators, board members, faculty, staff, and community stakeholders, convenes monthly and is charged with providing input and feedback regarding the potential impact of the procedures.

Working groups, derived from the larger Racial Equity Procedure Development Team, convene more frequently to develop procedural steps and identify key metrics that are aligned to the desired outcome of each identified section to support the procedure development process.

He reiterated the Procedure Development Timeline included:

1. Critically examining our current practices with an equity lens (August-December 2019).
2. Honestly reflecting on our own assumptions and approaches to equitable education (ongoing).
3. Engaging with stakeholders (ongoing).
4. Determining specific action steps for school improvement (August 2019 - May 2020). The purpose of this presentation is to provide an update on the progress of the procedure development for Racial Equity Policy 7:12.

The areas of focus will include Equity Analysis, Stakeholder and Community Engagement, Diverse Workplace Initiatives, Welcoming School Environment, Culturally Responsive and Relevant Teaching and Learning, and Racial Incident Protocol. A link was included in his presentation to the procedures relative to the six areas of focus. Dr. Ammons reviewed them with the group.

Ms. Harris noted that the committee members would break into groups and review this material. Mr. Johnson, Dr. Ammons and Dr. Pruitt-Adams rotated around to the groups to answer questions.

Group Share Outs

Each group considered whether if the procedures provided were at the right level of clarity to drive their respective goals and what additional data or evidence might be needed to track progress in attaining the goals?

Group 1: Stakeholder

In terms of connectedness, curriculum night is sad and parent visitation day is a smiley face. Determine what is working and what is not working?

Any other feedback should be sent to Dr. Ammons or the link they will receive on Friday for feedback.

Group 2:

- 1) Make sure evidence-based research is cited to ensure OPRFHS is in alignment with procedures in order to make sure they are in line with evidence-based research.
- 2) Make sure veteran staff are on the same page as new staff. The new staff is being hired know what the District is trying to do, but veteran staff members may not.

Group 3:

Regarding Community Engagement, what is the capacity of the district? How can the District build its capacity? A suggestion was to implement an office of family and community partnership. How can partners get involved in order for the community to take ownership and be supportive? A book read.

Group 4:

It was noted that the procedures included consequences if people falsely reported. A consequence of that may be that people might be afraid to report incidents. If one does not tell the fact, it should be common sense that sabotaging someone will be penalized.

Trauma informed response professional development is needed. Last year was the first year that a consultant was brought in to meet with people in the building. Going through this committee, adverse childhood experiences, students who are targeted by suspensions and have entire staff be able to see that and not only understand and react upon that will be important.

Committee members were again encouraged to use the feedback link when it is available. They were asked to be mindful of the fact that this is a lot of information. What is needed in terms of resources to have the collective bandwidth to implement? How will this be used to look back at what is currently being done. What will be sought around the metrics? A request was made for suggestions of metrics. What are the hard metrics to be evaluated?

Adjournment

At 8:14 p.m., Dr. Moore moved to adjourn; seconded by Ms. Kraft. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton
Clerk of the Board