

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, June 22, 2017, in the Board Room of the OPRFHS.

Call to Order

President Moore called the meeting to order at 6:12 p.m. A roll call indicated the following Board of Education members were present: Fred Arkin, Matt Baron, Jennifer Cassell, Thomas F. Cofsky, Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy. Also present were Dr. Joylynn Pruitt, Superintendent; Tod Altenburg, Chief School Business Official; Brenda Horton, Director of Human Resources; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:15 p.m. on Thursday, June 22, 2017, Dr. Moore moved to enter closed Session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA. 7; Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(1), as amended by PA.93—57; Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); Student disciplinary cases 5 ILCS 120/2(c)(10); seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

At 7:30 p.m., the Board of Education resumed the open session.

Joining the meeting were Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; and Karin Sullivan, Director of Communications and Community Relations.

Visitors

Sheila Hardin, Faculty Senate Executive Committee Chair; Jennifer Jones and Joseph Perkoski of Robbins Schwartz; Ron Johnson, director of Purchasing and Transportation; John Stelzer, Athletic Director, Lincoln Chandler, educational consultant; Carly Tucci, Nellie Kamenitsa-Hale, Julia Youman, Megan Krikau, Annie Deamer-Nagle, Paige Ross, Emily Cekander, Fiona Girardot, Abra Kaplan, Olivia Glass, Taylor Divello, Maeve Nelson, Allison Smart, Mariah Scott, students; Mary Haley of the League of Women Voters, Gina Harris, John Duffy, Carolyn Gust, K. Liebl, Sheree Johnson and Natalie Thompson, community.

Recognition of Students

The Board of Education recognized the members of the Girls’ Softball Team as they were not only the number 1 team in the state but third in the nation.

Mel Kolbuz, the coach of the softball team, thanked the Board of Education for recognizing the accomplishment of winning IHSA Class 4A State Championship and for its support of extracurriculars, as well as the administration, the superintendent, and the entire Athletic Department. It was his honor to teach these girls.

- Carly Tucci
- Nellie Kamenitsa-Hale
- Julia Youman
- Megan Krikau
- Annie Deamer-Nagle
- Sydney Babbington
- Paige Ross
- Katie O’Shea
- Emily Cekander
- Fiona Girardot
- Abra Kaplan
- Olivia Glass
- Chardonay Harris
- Taylor Divello
- Maeve Nelson
- Allison Smart
- Mariah Scott

Public Comments

Gina Harris, a parent, voiced her concern about micro aggressions. She has worked with several national institutions on institutionalized racialism. She asked to know more about the education of educators in this regard.

John Duffy, chairperson of Committee for Equity and Excellence in Education (CEEE), a member of the 2012-13 Strategic Plan Steering Committee and a member of the original Task Force on Transformational Teaching and Learning, stated that he chose to work on that Task Force again for the last six months and to contribute to the Strategic Plan being presented this evening. He was representing CEEE, APPLE and the Suburban Unity Alliance, urging the Board of Education to move forward with many of the ideas around racial equity that are embedded in the proposed plan. He read the following statement.

“First, I want to thank Dr. Pruitt-Adams and the leadership team for their brilliant facilitation and final drafting of this plan. In particular, Mike Carioscio, Karin Sullivan, and Jason Dennis have been stellar in their responsiveness to solutions to ongoing questions, problems, and concerns of community participants throughout the past six months.

“I am here also to thank members of the former BOE Instruction Committee, Fred Arkin, Dr. Jackie Moore, and Dr. Steve Gevinson for having had the courage to ask in October of 2015 what role our curriculum organization might play in contributing to history and persistent to the racial inequities and outcomes. But also to make some observations about some concerns raised

about the plan. 1) Process and implementation of moving forward. The Faculty voice is essential. All voices need to be heard in school and administrators must have the resources to support responsible and evaluative to move forward. Community involvement is necessary. Involvement of parents and students and parents, keep process open and transparent. Nagging, contentious question had been asked by APPLE and the BRIDGE Coalition in 1994, by the Learning Community Performance Gap Report in 2003, and then wrestled with throughout the Blueprint Assessment Report in May of 2011, and discussed at the APPLE Town Hall Meeting, “OPRF—A School for All Students?” in October of 2011.

“Thankfully, these board members did not stop with simply posing the question about curriculum equity. They have had the moral commitment to personally and institutionally move the board and administration to look for answers and sponsor remedies. The work is far from over, but fresh strategies and actions in this plan ensure that we as a community committed to ongoing, open, critical and democratic decision-making will be better able to reach the end zone Fred Arkin pointed to last week in Committee of the Whole—the day when race will no longer be a predictor of student achievement.

“Next, I want to offer my best perspective as an educator for 48 years, a member of this community for 40 years and a Strategic Plan participant since 2012 on a few key issues around recent feedback and board discussion about the proposed plan.

“First, key faculty members are concerned about metrics being presented as goals faculty will then be evaluated by. Just as in the past, efforts to realize targeted achievement outcomes, nurture a more inclusive school academic and social structure and see more vibrant, positive and responsive classroom learning environments are the goals of every adult in and outside of school. No matter how limited they may be alone, the metrics targeted provide us with a concrete barometer, which when combined with teacher analysis, and other qualitative data, offer one measurable indicator of progress. The metrics are not intended to be used to evaluate teachers.

“Second, as this process and implementation moves forward, faculty voice and knowledge are central to success. Nonetheless, Board and administrative resolve and leadership still remain indispensable. No longer can tradition be the rampart for maintaining the academic status quo. Yet, in program designs for change that are contentious—all voices need to be heard, within the school and community. Most importantly, those individuals—administrators, teachers, and support staff dedicated to cutting new paths and programs that have significant research support and successful modeling elsewhere must have the resources, support and responsible evaluative accountability from this Board to move forward.

“Third, ongoing community involvement in the creation of new curriculum efforts like EOS and an all-Freshman program is not about turning professional responsibility or authorship over to non-educators, as some have claimed. Involvement of parents and citizens is about keeping the intentions, process, design and results of equity initiatives open and transparent. This process parallels the role and importance that the proposed common course power standards and assessments have for better-guaranteeing program equity for all students. Community involvement is not an encroachment on professional judgement or autonomy—it is the respectful, collaborative and trusting dialogue essential to realizing the vision set forth in this plan.

“Fourth, the accountability, regular reporting, and reciprocal feedback called for in this plan are the “trust but verify” protocols that designers failed to include in the first two iterations of the Strategic Plan. They are the sine qua nons for our chance at success with any of the Plan’s goals and strategies. Yet, this accountability must be more than a digital dashboard, a concept Craig Iseli mentioned last week. The proposed accountability structure is equally a communal, dialogical dashboard with the heart, mind, spirit, and opportunity for ongoing revision of the means to reaching the ideals and outcomes we have proposed. It ensures the living dynamic for this proposed plan, the work Dr. Pruitt-Adams has so passionately described. Encourage support of the leadership team.

“Finally, no part of this plan, as some responders have suggested, is presented without being informed by and respectful of current and past equity efforts. Unfortunately, as Teacher Naomi Hildner has shared several times, successful programs have been abandoned—often without reason, or simply to shift budgetary resources to a more favored alternative. The historical equity program audit proposed by Sarah Spivey and the Culture, Climate and Discipline Committee seeks to capture these past equity efforts. I am hopeful that this documentation can provide recognition to our dedicated predecessors and better inform our future work in implementing this Strategic Plan.

“I urge you to adopt this plan and enthusiastically support the District Leadership Team.”

Naomi Hildner congratulated Dr. Pruitt and all of the committees on the Strategic Plan, but as a teacher, she wanted to offer a teacher’s perspective of it. The strategy and goals are predictable and knowable, but not particularly courageous. Courage is what the District needs, as well as action steps other than taking inventory, getting feedback, establishing targets, etc. all of the words that continue to occur in the Strategic Plan as action steps. She named three specific action steps that teachers could grasp: 1) EOS; 2) TTL suggestion for a new curriculum for Grade 9 English and 3) working TCT and Care Teams. The next step is get more specific.

New programs at universities for on equity with the teachers; they are six-week training programs on Excellence in Equity in Education (EEE) so that students feel more welcome in the classroom. Students suffer from all sorts of anxiety that keep them out of the classroom, and they need to be in the classroom. The specifics are not listed in the Strategic Plan.

Status of FOIA Requests

Ms. Kalmerton reported that four FOIA requests were received and one was resolved.

Superintendent Announcements

Dr. Pruitt-Adams too recognized the Girls' Softball Team on their accomplishment!

Consent

Dr. Moore moved to approve the following consent items:

- A. Check Disbursements and Financial Resolutions dated June 22, 2017
- B. Monthly Treasurer's Report
- C. Monthly Financials
- D. Gifts and Donations
- E. Personnel Recommendations, including New Hires and Resignation
- F. Institute Day Dates
- G. CDW Network Equipment Purchase E-Rate 470 Bid
- H. Boom Contract for Homecoming DJ Services
- I. Physical Therapist Service Contract
- J. Occupational Therapy Service Contract
- K. All-Ways Medical Carrier Contract Renewal
- L. Resolution for Prevailing Wage
- M. Grand Prairie Transit Special Education Transportation Contract Renewal
- N. First Student Transportation for Field Trip and Extra-curricular Trips Contract Renewal
- O. Securatex Building Security services Contract Renewal
- P. CLIC Renewal of Property, Casualty, Liability and Workers' Comp
- Q. Transfer of Operations & Maintenance Fund to Capital Projects
- R. Appointment of Community Council Membership 2017-18
- S. Open and Closed Session Minutes May 1 and 25, 2017 and June 13, 2017 and a declaration that the closed session audiotapes of November 2015 be destroyed

seconded by Mr. Arkin. A roll call vote resulted in all ayes. Motion carried.

Certification of June 2017 Graduates

Ms. Cassell moved to certify the June 2017 Graduates, as presented; seconded by Mr. Cofsky. A roll call vote resulted in all ayes. Motion carried.

2017-18 Non-Affiliated Salary Increases

Mr. Baron moved to approve the 2017-18 Non-Affiliated Salary Increases, as presented; seconded by Mr. Arkin. A roll call vote resulted in all ayes. Motion carried.

Career and Technical Educator Endorsements for the Certified Nursing Program Mr. Arkin moved to accept the Career and Technical Educator Endorsements for the Certified Nursing Program, as requested; seconded by Ms. Dixon Spivy. A roll call vote resulted all ayes. Motion carried.

Certified Nursing Program Oak Park and River Forest High School has submitted an application to start a certified nursing assistant program beginning with the 2017–2018 school year. Two instructors are needed for the program. Because the two instructors are not educators, they must apply for the Career and Technical Educator Endorsement through the district’s regional education office, West 40, located in Hillside, IL. Prior to candidates submitting applications to the regional educational office for endorsement approval, the District’s superintendent must certify the application via signature. It must be certified that:

1. The endorsement request has been made to the Board of Education, and
2. That no qualified teacher holding a professional educator license (PEL) or an Educator License with Stipulations with a Career and Technical Educator Endorsement are available. (Note: no one with referenced qualifications applied for the position) and/or were available full time. The certification via signature cannot be made until the endorsement request has been submitted to and approved by the Board of Education and has become a matter of record in the Board’s official minutes.

Strategic Plan Ms. Dixon Spivy moved to approve the Strategic Plan 2017 as a working document; seconded by Mr. Arkin. A roll call vote resulted in all ayes. Motion carried.

When the implementation teams are identified, those members will work to identify the intricate action steps.

Memorandum of Agreement with Equal Opportunity Schools Ms. Dixon Spivy moved to approve the Memorandum of Understanding Between OPRFHS and Equal Opportunity Schools (EOS) for the 2017-2018 school year utilizing the Client-Driven, Tactical Support Pathway, as presented; seconded by Ms. Cassell. A roll call vote resulted in all ayes. Motion carried

Dr. Pruitt-Adams reviewed the history of working with EOS. In March of 2016, former Superintendent Dr. Isoye signed a letter of intent to participate in a multidistrict grant through the Illinois State Board of Education to partner with Equal Opportunity Schools, an organization focused on closing the AP access gap for students not equitably represented in our AP courses. Schools selected for the AP Equity & Excellence Project receive technical assistance toward reaching annual goals of growing all AP programs to reflect fully our school’s diversity while raising performance in those courses.

On March 15, 2016, OPRFHS was notified via email that the State of Illinois had been awarded the grant and which enabled OPRFHS the opportunity to participate in the cohort of districts. As a result, OPRFHS agreed to participate in the Lead Higher Initiative for the State of Illinois. Thirty Illinois high schools and 240 schools in 18 states are working with EOS. When compared to the demographics of the school, students of color and/or low-income were underrepresented by 311 students. The 2016–2017 school year marked the first year of implementation of EOS for Oak Park and River Forest High School District. During the initial year, teachers and students were surveyed to identify students who have the potential to succeed in an AP course but who have not taken one. As a result of outreach to encourage students to enroll in AP courses for the 2017–2018 school year, 223 students enrolled. The cost for EOS for year two is \$16,500.00 per school. As equity is a central goal for OPRFHS, the administration believes that all students should have equitable access, participation, and performance in all areas of the programming. EOS provides support in helping OPRFHS survey and identify students and in monitoring its progress towards the goal of increasing access to the AP program for all students. Currently, the District is at the stage of the process where it is identifying the specific supports for teachers and students; which will include summer professional development opportunities for teachers, ongoing curriculum writing support for teachers, and utilization of counselors as key advocates to guide students to AP courses. This effort supports the Board of Education goal of developing a high-quality continuum of educational experiences for all students who attend the high school.

This is year-two which is termed “client-select”. The District will receive the survey and data pieces and it will help to support the bridges put in place, and the District will select from an a la carte menu of support. This is an opportunity to do another student survey and an opportunity to reboot. The District can then reach out to more students similarly to how this was done. Other districts are saying this is the extent to which most have worked with EOS. EOS is providing a safety net, especially for survey purposes. Evaluation will be ongoing next year. A couple of Board members felt that OPRFHS has talented staff and it should be able to take accountability and do this research in-house, not just here but in other places as well. Updates on this program were requested for the fall. Additional questions from Board of Education members included: Is it clear that the District is not suggesting that its expectations are lower than others? How will the District look at success? How is this being rolled out? How does it fit in with care teams? What is the training for teachers and staff as to implicit bias issues? What will be done for teachers during the summer, as well as the students and families in August? How is EOS helping to push the needle on AP classes?

**2017-18
Student Handbook**

Mr. Cofsky moved to approve the recommended changes to the 2017-18 Student Handbook, as presented; seconded by Mr. Baron. A roll call vote resulted in motion carried.

Comments made by Board members included:

- Dixon Spivy is not hyphenated.
- 21 tardies are too many for a student to have before the SIDs do an intervention.
- Regarding “consent,” one member was confused by the present definition. The change in the definition of consent seems to allow if someone has consumed alcohol, they would be not be considered impaired with regard to giving consent. Mr. Rouse reported that the language in the Handbook was based on the recommendation of the attorney. Note: sections on child pornography and sexting have been incorporated into the Handbook.
- On page 69: “Note: False allegations of sexual harassment can be extremely harmful to the alleged offender. Such allegations are not protected under this policy and may subject the complainant to disciplinary action.” One member felt this should be struck or relocated, as it was coming from a presumptive place of making allegations of sexual misconduct and this is not the same place for allegations against offenders.
- Page 65, should the language about bullying be in Policy 7:180 rather than Policy 7:20. Is that a continuation of policy 7:20?
- Senate Bill 100 requires that teachers are required to talk about the Code of Conduct and that safe spaces, in addition to the classroom, are developed. The District has provided several opportunities for teachers to learn about their responsibilities, i.e., staff development day. Teachers are required to know Senate Bill 100 and to create a positive and safe space, manage their classroom, etc. One member hoped for a systematic approach.
- While students know of the Code of Conduct through their orientation to activities, clubs, athletics, they do not know the policies and so they are included in the handbook.
- Spell out the acronyms MSAN and FREE.

Information relevant to sexual harassment and dress code had student input. While the Complaint Manager had not been identified by printing time, Mr. Greg Johnson will serve in this role.

**Tradition of Excellence
Award Recipients**

Ms. Dixon Spivy moved to approve the Tradition of Excellence Award Recipients, as presented; seconded by Ms. Cassell. A voice vote resulted in motion carried.

Sarah Coglianesi Class of 1996 Philanthropist

Ms. Coglianesi is an advocate for ALS research. Sarah went to the University of Wisconsin, Madison after graduating from OPRF in 1996. She was diagnosed with Amyotrophic Lateral Sclerosis (ALS) in 2012 at the age of 33. She is currently a writer living in San Francisco. She has written a book and blogs at speed4sarah.com. In the past 5 years, she has raised hundreds of thousands of dollars for the ALS network to fund the ALS Therapy Development Institute. Her perseverance, work in the art of writing, and philanthropy work proves her deserving of this award.

Matthew Smith Class of 1994 Army Officer

Mr. Smith played ice hockey and lacrosse while at OPRFHS. After graduating in 1994, he went to Norwich University and was commissioned as second lieutenant in the United States Army. He then earned his master's degree at Webster University. He has had many military assignments including being deployed in support Operations Enduring Freedom and Iraqi Freedom. He has earned many medals of honor for all his years of service. One fateful day, June 8, 2013, while serving in Afghanistan, Major Smith received a near fatal wound causing him to lose his right leg. After his injury, he was still directing soldiers, applying his own tourniquet and asking the medics to help others before himself. After a year of living at the Walter Reed Military Medical Center, he has adapted to living with a prosthetic leg. Today he serves as an inspiration to Wounded Warriors and all with whom he came in contact. He currently lives in Maryland with his sons and wife and continues to serve our country as an Army Officer.

Camille Lilly Class of 1979 Politician

Camille Lilly is currently the Illinois House Representative of the 78th District, residing on the west side of Chicago. Previously, she served as the executive director of the Austin Chamber of Commerce. She helped build strong relationships with the park district, police department, schools, and community leaders to promote job creation and economic development. She also serves as the Vice President of External Affairs and Development at Loretto Hospital where she implemented a community Health and Wellness Screening program.

Daniel Kibble-Smith Class of 2001 Writer/Comedian

Mr. Kibble-Smith is a writer, cartoonist, and comedian. He is currently a staff writer for the Late Show with Stephen Colbert. He was a freelance writer for Clickhole and The Onion. He also has written for BuzzFeed and co-wrote his own book entitled "How to Win at Everything" with Scott Weiner. He currently lives in New York City and has countless hilarious social media posts, videos, and articles that entertain the nation!

Hanover Proposal

Mr. Arkin moved to approve the Hanover Client Services Agreement as

presented; seconded by Mr. Baron. A roll call vote resulted in all ayes. Motion carried.

Hanover offers a range of supports for long-term, data-driven planning and solutions. The administration believes a partnership with Hanover would provide essential support for the full implementation of the Strategic Plan and other key initiatives, including instructional coaching.

Hanover will help the Strategic Plan succeed because it can help create a needs assessment, develop best practices, and do an audit of communication. The value is the scale it can provide for handling a relatively large number of deep research projects to push this forward. It would be a compliment to both in house work and the work of Dr. Chandler. One member hoped that the administration would be very specific about focusing on specific metrics and studies so that it can have accountability. The administration believes that once the target completion dates are established in the Strategic Plan, it will be able to access Hanover to serve the needs of the plan. The administration believed that it would be able to do groundwork as soon as the contract begins on July 1, i.e., parameters, questions as to what the administration does and does not want. The administration has to develop a framework for instructional coaching and that work can start immediately as well.

One member was concerned about work of EOS and Hanover being duplicated. Will the work on issues of equity and race with regard to instructional coaches and care teams dovetail? How will this work be measured, as well as substantially describe how to work together? Hanover has the evaluation of the care teams on its queue for the end of the year, potentially. The care teams have a bridge year. Their leaders will be trained this year and the teams themselves will be implemented in 2018-19. As the care team leaders are being trained this year, a framework will be developed as to how they will be evaluated the following year. The administration wants no redundancy in these efforts. Some of the coaches have been identified as care team leaders and the synergy that instructional coaches are getting is the same training as the CARE team leaders are receiving. One member that if some instructional coaches were also Care Team leaders, it would make sense that the work of equity and race would be best and that Care Teams would be evaluated similarly to the instructional coaches.

Several Board members asked for a report in six months as to the effectiveness of this contract to determine if it should be continued, as there is a 30-day opt out clause. This will be included on the Board of Education Calendar of Reports.

The Board of Education recessed at 8:45 p.m. and resumed at 9:00 p.m.

Student Discipline Report

The administration has prepared a summary of student discipline per semester each school year. The administration has worked this past year to try and provide this information closer to the end of each semester when possible. It also worked with Dr. Lincoln Chandler, per the Board's request, to do a deeper dive into the statistics in an effort to more accurately determine the effectiveness of the interventions. The report reflects the administration's work with Dr. Chandler and his analysis of student discipline during the second semester of the 2016-17 school year.

The key questions for analysis included 1) What infractions occurred? 2) Which students were involved? and 3) How did OPRFHS respond?

Over 80% of the spring 2017 infractions were related to tardiness and missed detentions. The remaining infractions were grouped according to increasing levels of severity. Attendance and Detention related infractions included:

- FTS Hero (Level 2 - missed detention auto-assigned by tardy software)
- Failure to Serve (Level 2 - missed detention assigned for tardies or other reason)
- Truancy (Level 1 - unexcused absence from class or school)
- Excessive Tardy (20 or more tardies accumulated in a semester)

The remaining infractions are grouped according to increasing levels of severity

- There were 284 non-A/D infractions (14-15 per week), including:
- 55 Level 1 infractions (e.g, unauthorized cell phone use, disruptive behavior)
- 116 Level 2 infractions (e.g., filing false reports, active defiance)
- 113 Level 3 infractions (e.g., gross misconduct, threats, drug possession)

Black students accounted for about half of all infractions, despite being less than one-quarter of the student body. Excluding Attendance/Detention, Black students still accounted for half of all infractions.

Boys committed 61% of all infractions, with Black girls closest to their male counterparts. Excluding A/D, boys committed 72% of all infractions.

Over 8,000 tardies were recorded in spring 2017, with about 60% occurring at first period. On average, tardies are noticeably higher on Late Arrival Wednesdays. "Late-to-School" tardies were slightly higher at the start of term. "Late-to-Class" tardies have some evidence of a downward trend.

If one believes the problems are different from getting to school on time in the morning versus getting back to lunch, the interventions can be different.

Key questions for analysis were: 1. What infractions occurred? 2. Which students were involved? 3. How did OPRF respond?

Twenty percent of OPRF students recorded an infraction of some kind; most had three or fewer. Excluding A/D, 6% of OPRF students recorded an infraction. Overall, almost 40% of Black students had an infraction. Excluding A/D, Black students were still most likely to commit an infraction. Overall, sophomores and juniors have the most infractions. Excluding A/D, freshmen and sophomores committed most of the infractions. Twenty percent of students with an infraction had an IEP. Excluding A/D, 23% of the students with an infraction had IEPs

Again, the key questions for analysis were: 1. What infractions occurred? 2. Which students were involved? 3. How did OPRF respond? Saturday Detentions and Suspensions were generally reserved for the most serious offenses.

Twenty percent of students with an infraction had an IEP. Excluding A/D, 23% of the students with an infraction had IEPs. Again, the key questions for analysis were: What infractions occurred? 2. Which students were involved? 3. How did OPRF respond? Saturday Detentions and Suspensions were generally reserved for the most serious offenses. Discussion about whether students preferred a restricted lunch or an after-school detention. The Tutoring Center is a way for students to cut down their detentions. Mr. Rouse will get clarification if there is data relative to restrictive lunch, after-school detentions, tutoring center and meeting with the teachers; it is relative to the climate of the school. One member wanted the Handbook to be more precise about the options students have available to them, as some feel that only some students have the information. That is an unequal environment. Restricted lunch is where students get their food, eat in one classroom, and are restricted from the cafeteria and going outside of the building.

More comparative information from this year to last semester's data was requested. One member remembered that last year there was a significant decrease in infractions. Why? While the reports separating out the detentions from other infractions was a positive step in understanding the data, the number of tardies continue to be high. Was this a scheduling issue? Should the day start a half-hour later? Do the students who are late have transportation issues? Pace Bus? Can this data be tracked? What interventions are being implemented for level 2 and 3 infractions? Why is professional development scheduled on late arrival days? Should it be scheduled on an early dismissal day? On page 17 it says, "Excluding A/D, Black students were still most likely to commit an infraction." Is it this or are Black students more likely to be accused of committing an infraction and have consequences given to them? Are other schools doing a better job of dealing with tardies that OPRFHS could incorporate to help student behavior?

Another suggestion was to link some of the programs to real time-series data, as now there is none relative to changes in practices. Ask: 1) Are students just being late or is it about how tardies are being reported? How long are students tardy? 5

minutes versus 50 minutes? 2) Are Black boys being tagged for tardies? Is that data or is there a bias that creates that? How can the District test its own systems about how students can come to the school to see if there are biases in the system? How can students be incentivized to be on time? The racial dynamics may be in the unexcused and excused tardies.

Mr. Chandler noted that while the District can retroactively look at prior years, the categories have changed. He considered this a new frame for the future. Overall, only 3 infractions, other than tardies, occur per day and that number is insignificant.

IMAGINE OPRF Parameters

The Imagine OPRF Work Group is the new team charged with making recommendations to the Board regarding a long-term facilities plan. Members of the team have been selected and notified. The administration is preparing for the August 26 orientation and is seeking guidance from the Board to provide some parameters for the work of Imagine OPRF. Budgetary guidance has been given. The administration asked the Board of Education to consider the following:

- The amount that can come from the fund balance.
- Priorities in terms of equity and educational programming.
- Whether eliminating the physical education swim requirement or allowing students to test out are options.
- Whether competition swimming can be either on- or off-campus.
- Whether removing the parking garage is an option.
- Any facilities options the committee must consider or, conversely, take off the table.

Establishing parameters such as these will provide a starting point for the work of the group, avoid wasting time and resources, and help ensure that Imagine OPRFHS's eventual recommendations are within what the Board would consider reasonable and acceptable.

The following comments were made:

- 1) The purpose of the work group is to tell the Board of Education the Parameters, such as 1) consider the garage, 2) do the research on what other schools of the same size are comparable in terms of swim requirement for PE; etc, and to hear the thoughts of the community. All possibilities are on the table. The only parameter is the policy that states the parameters of the fund balance.
- 2) The Board of Education parameters were noted when it had a plan that was rejected at least on dollars. Those priorities still stand. The work group needs to report to the Board of Education.
- 3) While one member's personal opinion as to what is best he felt the swimming opt-out should be considered. It would be helpful to know what that percentage would be.
- 4) Facts and previous conversations need to be brought forward to the

Board of Education. The administration needs to recommend an opt-out/opt-in if desired. The Administration should be making recommendations and the Board of Education should give its opinion on those recommendations. It is difficult to talk about the abstract of equity and academics. Policy states that the fund balance needs to be 25% to 75%, meaning the excess could/should be used for the facility plan.

- 5) A) Money is available. How much can come from the fund balance? The work group should review the bank account, the referendum vote, etc.
B) The educational leadership needs to provide information relative to equity and academics; and C) Everything is on the table.
- 6) Swimming is a life safety issue and the school should have PE swim requirement.

Several members felt a threshold would be to use only \$20 million from the fund balance for this work, as any more would trigger going for a referendum sooner than the anticipated 2021-23 timeframe.

Imagine OPRF UpdateThe Board of Education again was reminded that the IMAGINE OPRF Work Group is the new team being formed to make recommendations to the Board of Education regarding a long-term facilities plan. Part of the team, as has been discussed, will be an architectural firm and a construction management firm. ICI, a construction management firm that understands that OPRFHS is in the midst of planning for upcoming future renovations. ICI is aware that the District is undergoing the formation of a community team that will respond to the needs of the high school as well as improve future learning. ICI has the necessary background in various forms of school renovation to undertake an advisory role with this team. It has the necessary understanding of today's learning environment and the evolving social requirements of today's students and it will be able to provide insight into costs, phasing, and overall durations.

Marc Raskin and Terry Fielden from ICI will be assigned to the project during this planning process. Their resumes were attached to the packet. They have an extensive amount of K-12 experience and will attend Board, community and committee meetings as required to serve the needs of the District. ICI's role will be to provide conceptual estimating as required to develop a firm plan for consideration by the community. ICI knows that several key components will be considered to improve the learning environment including renovations, mechanical upgrades, structural modifications, classroom blending and potential building appendages. ICI is prepared to analyze and provide cost studies during this process and also serve as a check and balance between UNICOM*ARC, Inc. and the architect that is selected through the Request for Qualifications process that the District will be running in the near future. As a side note, Mr. Fielden is also a board member in Naperville School District 203 and has served in the capacities as Board member, Vice-President and President over the past 10 years. ICI will provide these services until

November 2018. Contract Amount: \$20,000 Budgeted Amount: \$20,000. This is for information only.

ICI will provide ideas, conceptual designs, determine the true cost of construction (conceptual estimating), delivery, timelines, etc. The architect's role will be to provide engineering services or to make changes to the building. Leyden School District had an aggressive expansion and ICI was able to forecast costs, projects, timeline, etc., for it. All the while construction was occurring, the building was operational. The administration envisioned IMAGINE OPRF subcommittees doing research and ICI may be able to answer many of their questions. An estimate for a given project will depend on what comes through the vision of IMAGINE OPRF Plan, as it would involve square footage and more detailed costs.

District Reports

None

New Business

None

Closed Session

At 12:15 a.m. on Friday, June 23, 2017, the Board of Education resumed closed session. At 12:51 a.m., it resumed the open session.

Adjournment

At 12:53 a.m., Dr. Moore moved to adjourn the regular Board of Education meeting; seconded by Ms. Dixon Spivy. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Jennifer Cassell
Secretary

Submitted by Gail Kalmerton
Clerk of the Board