

March 22, 2018

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, March 22, 2018, in the Board Room of the OPRFHS.

Call to Order

President Moore called the meeting to order at 6:35 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-Adams, Superintendent; Tod Altenburg, Chief School Business Official; Greg Johnson, Assistant Superintendent for Curriculum and Instruction; Michael Carioscio, Chief Information Officer; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:36 p.m. on Thursday, March 22, 2018, 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.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); 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 meeting minutes; seconded by: Ms. Cassell. A roll call vote resulted in all ayes. Motion carried.

At 7:10 p.m., the Board of Education resumed open session in room 293E.

Joining the meeting were Amy Hill, Director of Assessment and Research; Nathaniel L. Rouse, Principal; Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; and Karin Sullivan, Director of Communications and Community Relations.

Visitors

OPRFHS faculty and staff Devon Alexander, Dan Cohen, Paul Collins, Jon Condne, Jason Dennis, Sheila Hardin, Heidi Lynch, Jessica Stovall, J. Charrette-Bassari-Rad; Rebecca, Karin Grimes, Monica Sheehan, Clayton Chapman, Jack Davidson, Anna Fisher, Karin Grimes, Steve James, Lynn Kamenitsa, Rich Kersten, Amanda Masse, Mike Poirier, Veronica Rundell, Monica Sheehan, Susan Stephens, Community members; Carolyn Henderson and Lesedi Shubane of Participant Media; and students Andrea Bastien, Jameel Carter, Topher Carton, Demoda Ogunsanyl, Jamil Smart, Patrick Woulfe.

Student Recognition

The Board of Education celebrated the Wrestling Team for placing second in the IHSA State Dual-Team Wrestling Tournament and the coaches.

Student-Athletes

Jake Rundell
Josh Ogunsanya

Nico Bolivar
Max Walton

Eddie Bolivar
 Tague Thurston
 Eddie Ordonez
 Joe Chapman
 Jack Fisher
 Daemyung Middlebrooks
 Jake Cagnina
 Elijah Osit
 Talvin Gibson
 Ashford Hollis
 Tony Madrigal

Connor Nagela
 Raymond Hernandez
 Torry Early
 Kedrick Bryant
 Danny Lingen
 Ibrahim Mokhtar
 Cameron Bates
 David Smith
 Brian Ziech
 Jaylan Pascasio

Coaches

Head Coach – Paul Collins

Assistant Coaches – Mike Powell, Octavius Bellamy, Christopher Carton, Jeremy Powell, Ryan VenHorst, Joe Conway, Donal Collins, Jameel Carter, Patrick Woulfe

Mr. Collins spoke of the successful season. The team won the conference championship, took fifth at the natural duals an invitational in Wisconsin and the regional championship. The team gave their best efforts. The team captain was invited to share a letter he wrote about his family’s journey from Sudan in 1998, being born in 2000, having struggled with many challenges and how wrestling had save his life. He never felt treated differently and he felt totally supportive by his teammates and his coaches were his father figures. He was forever grateful.

Mr. Collins reported that some of his seniors were continuing with their education at Warburg, UIC, DePaul, Oklahoma State, University of Southern California, West Point, St. Cloud and Triton. Mr. Collins was very proud of them, no matter what their paths. Mr. Collins’ father taught here, he graduated from OPRFHS, he teaches here, and he noted he is coaching the best program, wrestling. He appreciated the opportunity to work with some of the greatest coaches in the country and the finest men and women.

Public comments

None

Status of FOIA Requests

Ms. Kalmerton reported that 5 FOIAs had been received and 5 were resolved.

Student Council Report

No report was given.

Superintendent Announcements

Dr. Pruitt-Adams announced that the District had a resolution on the boys’ gymnastics pilot program. The three students are completing their athletic registrations.

Competition season for students in OPRF’s Investigative Research Design and Innovation, or IRDI, class is in full swing, and our students are doing very well:

- In addition, IRDI teacher Allison Hennings was selected as this year's Chicago Region JSHS teacher of the year.

Allison Hennings has been nominated by Biogenius for national recognition.

At the Illinois Council of Teachers of Mathematics regional competition, the Junior Math Team placed first in its category, while the freshman and senior teams placed second in theirs.

The OPRF Robotics team of Adam Potter, David Snyder, Tyler Yokoo, and George Dickerson won the state championship and will compete at nationals next month. Out of 108 teams who competed in Louder Than a Bomb, which is the world's largest youth poetry festival, OPRF's Spoken Word team came in second place.

Choir students performing at the Illinois High School Association Solo & Ensemble Contest brought home six Division II, Excellent Ratings and 35 Division I, Superior Ratings.

The Huskies Speech Team is advancing to the National Speech & Debate Association National Tournament in June.

Beating out more than 200 Chicago-area students, freshman Sam Theis took first place in a regional Shakespeare monologue competition and will move on to nationals.

Five OPRF students in the Illinois High School Art Exhibition General Exhibit won large awards--the only school out of 124 to win in every category entered.

Boys' swimming won the sectional swim-dive championship with diver Tyler Hoyt repeating as sectional champion. Swim coach Clyde Lundgren was one of three coaches named Sectional Swimming Coach of the Year.

Dr. Pruitt-Adams was thankful for the phone calls and cards she received during her absence.

Consent Item C. Monthly Financials and Item I. 7, Policy 6:60, Curriculum Content were removed from the Consent Agenda.

Consent

Dr. Moore moved to approve the following consent items:

- A. Check Disbursements and Financial Resolutions dated March 22, 2018
- B. Monthly Treasurer's Report
- D. PTAB Resolution
- E. IHSA Membership Form
- F. Community Bank Request to use OPRFHS for the Fireworks Show
- G. Textbook Purchases for 2018-19
- H. Policies for Second Reading and Action
 - 1. Policy 4:170, Safety
- I. Policies for First Reading
 - 1. Policy 4:10, Fiscal and Business Management

2. Policy 5:100, Staff Development
3. Policy 5:220, Substitute Teachers
4. Policy 5:240, Suspension
5. Policy 5:290, Employment Termination and Suspension
6. Policy 6:50, School Wellness
8. Policy 6:150, Home and Hospital Instruction
9. Policy 6:300, Graduation Requirements
10. Policy 6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students
11. Policy 6:340, Student Testing and Assessment Program
12. Policy 7:10, Equal Educational Opportunities
13. Policy 7:15, Student and Family Privacy Rights
14. Policy 7:20, Harassment of Students Prohibited
15. Policy 7:70, Attendance and Truancy
16. Policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
17. Policy 7:190, Student Behavior
18. Policy 7:250, Student Support Services
19. Policy 7:340, Student Records
- J. Personnel Recommendations, including New Hires, Lateral Hires, Resignations, Leave of Absences
- K. Honorable Dismissal of Teachers
- L. Open and Closed Minutes of January 25 and 30, February 13, and March 13, 2018 and a declaration that the closed session audiotapes of June and July 2016 be destroyed.

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

Monthly Financials Dr. Moore moved to approve the Monthly Financials; seconded by Ms. Cassell. A roll call vote resulted in all ayes. Motion carried.

Mr. Altenburg explained that the expenditure side of the Medical Self-insurance Fund payments were higher by about \$600,000 as compared to last year because one of FY'17's payment was delayed in getting into the business office and was thus paid in the FY'18 year. OPRFHS receives bills monthly.

Policy 6:60 Dr. Moore moved to approve Policy 6:60, Curriculum Content, as presented; seconded by Mr. Iseli. A roll call vote resulted in six ayes and one nay. Mr. Arkin voted nay. Motion carried.

This policy amendment does not include a timeline for any changes with regard to physical education (PE). It only allows the administration to bring changes forward in the future to the Board of Education for approval. At this point, the administration has no plans to make any changes to PE curriculum.

Life Safety Amendment Dr. Moore moved to approve the 10-year Life Safety Amendment, as presented; seconded by Mr. Iseli. A roll call vote resulted in all ayes. Motion carried.

Items that were discussed from the amendment were sprinklers and the fire alarm system to the Stadium. The replacement of the sprinklers was part of the District's

ongoing maintenance program and renovation and the cost can be included in the levy. During regular maintenance checks, two bad values were found.

The Oak Park Fire Department had discussions with the District about fixing the wiring problems with the fire alarm system. Doing so would allow the stadium to be monitored from the main building and insure the appropriate notification for anyone occupying the stadium in the event that the fire alarm.

Amendment to
Scope of ;
Perkins +
Will Contract

Dr. Moore moved to approve the extension of the Perkins + Will contract; seconded by Ms. Dixon Spivy.

Mr. Arkin now understood that the Board of Education approved the consulting and conceptual design work for a total of \$85,000. The expenditures will be \$103,000 for the three phases this fiscal year. An allowance of \$9,000 will also be included in the budget for reimbursable expenses. This contract is asking for an additional \$18,000. Not expended was \$29,200 due to the termination of the contract with Unicom. Unicom was not providing the support needed.

Originally Perkins+Will were providing consulting and conceptual design services. The extension will expand to include community engagement. P+W has met with the IMAGINE teams on their concepts, are working on conceptual drawings, and are tentatively working on different categories of needs. It is talking about conceptual options in each of the five areas that the community would be able to consider. At the next Community Engagement meeting, P+W will lead the public through the concepts and the community will be able to give feedback. As a result, a more refined design will be created and recommended to the Board of Education. The agendas for the four Community Engagement Meetings were as follows:

- 1) Introduction of the concept
- 2) The work that tied to it that has been done
- 3) An opportunity to see the possibilities
- 4) What might be brought to the Board of Education

To not complete these sessions in order to save on expenditures would deter the process. Past experience has shown that the community needs to be educated. The intent for this process is to be community-based driven. The community understands that the District wants its input. P+W continued to move this process forward without Unicom.

The administration noted that there were two line items. One for consultant and the other for design work. This request for the expansion of the contract was termed “continuation or addendum” as the work will continue through the end of June.

The vote on this item was tabled until later in the meeting.

Community Finance
Committee

Dr. Moore moved to approve the Community Finance Committee charter document as presented; seconded by Ms. Cassell. A roll call vote resulted in all ayes. Motion carried.

Ms. Cassell thanked Mr. Iseli and Mr. Altenburg for taking into considerations the comments made at the last meeting. This will be a superintendent committee, not a Board of Education committee.

FTE Staffing Requests
ISCR

Dr. Moore moved to approve the staffing request for an In-School Credit Recovery FTE; seconded by Ms. Dixon Spivy.

Having a certified teacher who will provide expertise, planning, and the tutoring of students in this program is being responsive to the students' needs. The ALOP Grant provides reimbursement for the In-school Credit Recovery program because its intention is to reduce school dropout rates across the state. *The School Code of Illinois* requires that a certified teacher have this position, rather than just a teacher's aide, which had been in the program. Multiple students with multiple disciplines are in the room at the same time. While the intent is to realize the benefits of compliance so as to engage all of the students at the same time, the District cannot be a master of all. ALOP funds must be used effectively.

Mr. Iseli, while in support of the programs as they are in the best interest of the students, asked how is the FTE balanced. The administration replied that when the district has a request, the question of what needs to come off is asked. When there is a singleton class, it is difficult and sometimes course enrollment has to be limited. The FTE request came under the projected amount of FTE and positions have yet to be brought forward to the Board of Education for approval. Mr. Iseli would vote net zero on the positions going forward, even though he supported these classes.

In reviewing the enrollment projections, it looked as if the District was running in excess of 50 students for the last three years and next year only 17. Dr. Walker-Qualls stated that she had increased the number of students in Special Education because of the troubles students are experiencing. Mr. Johnson stated that the District deals with projected numbers and they will never be perfected communicators. A question was raised about reducing reading support by .8, but the administration said the District was continuing to serve the student needs in regular content classes, as a way to shift costs.

A roll call vote resulted in five ayes and 2 nays. Mr. Iseli and Mr. Cofsky voted nay. Motion carried.

**(2) 0.6 FTE SPED
Social Emotional
Development
Programming**

Dr. Moore moved to approve the .06 FTE SPED Social Emotional Development (SED) Programming; seconded by Ms. Dixon Spivy.

Discussion ensued. While a variety of current staff members, such as counselors and social workers, have job functions in the realm of SEL, the District lacks the capacity to develop and implement a systemic SEL plan. This new role would be responsible for developing such a plan, then creating an infrastructure of conditions, culture, and competencies to guide the SEL and Restorative Justice practices that will directly impact students.

Students in this program have a point system. When they accumulate enough points, they have access to lunch outside the self-contained environment. While some students are in the program part of the day, the majority of the students are self-contained the entire day. The District is trying to come up with more creative ways to extend their school day. The program is adjusting to the type of students.

Students are required to self-monitor using Chromebooks by tracking their points, rewards for the points, and discipline infractions. Parents are invited to be aware of what is occurring with their children. Some students feel this program is a home for them and they do not want to leave it. However, more needs to be done to ready them for the real world. Is there a reduction in students having to return to this program after being in the mainstream? The philosophy of the program is changing. Not only is it a quality of life issue, it is a racial issue. The program has had a bad stigma. The number of students in this program has ranged from 9 to 11 or more and this year 8 students are participating in the program. Across the United States, student participation in SED programs has increased.

A roll call vote resulted in 6 yeas and 1 nays. Mr. Iseli voted nay. Motion carried.

Racial Equity Coach Dr. Moore moved to approve the Racial Equity Coach; seconded by Mr. Baron. Discussion ensued. Dr. Moore raised questions as to how this role complemented the CARE Team leaders, approved earlier this year, and what methods will be used to analyze their effectiveness. How would they reach into the classrooms and engage students? A concern was raised about the 6-year projections that did not show outreach to the students. It was had to add something to this work when the impact was not yet understood. Where is the evidence that students are being impacted? Mr. Rouse noted that Ms. Hardin and Mr. Alexander had presented on the professional development work at the Culture, Climate and Behavior Committee in September at which time they reviewed the historical work, the current work, and the future work. Right not, the District is in Phase 1 of the foundational work. Many questions and concerns related to data have arisen. It is important to think about qualitative versus quantitative data. This work is transformational by nature; it is adaptive in mind shift and many successes cannot be shared via data. The macroaggressions that the students are naming is an indication that the work is being done in the classrooms. Dr. Moore felt that the District had to show both quantitative and qualitative data, both of which can be measured beyond anecdotal. After 5 years of PD on racial equity, there was still no way to show impact. Other curriculums do exist that would provide classroom experience and student involvement and the District has not taken advantage of them.

Dr. Pruitt-Adams stated the CARE Team leaders were in training this year and opportunity existed to see their impact on the classroom. The work of the CARE teams is classroom focused and cohorts of teachers will begin examining their practices through the equity lens. Curriculum is examining pedagogy, methodology, standards, and grading standards, which is directly linked to work that occurs on Wednesday late-arrival mornings. The District is conscious of the need to make the transition from self-reflective work to the classroom. The administration is trying to be more impactful across the district and with giving the same message.

Mr. Rouse offered to talk directly about racial equity training with Dr. Moore. It is in direct alignment with the Strategic Plan. The District has a model. It is thoughtful. Dr. Moore appreciated the offer but wanted more data.

The person for the racial equity coach has not been identified but that person needs to be familiar with the faculty, race work, Beyond Diversity Training, and the institution.

Mr. Cofsky felt unqualified to add .2 here and .3 there. As a whole, the District needs to toe the line. For the past five years, the Board of Education has been supportive of SPED, etc. However, the District is at another tipping point. He would oppose any other positions. The Board of Education needs to be cognizant of the burden every day.

Mr. Baron noted that he was voting no because of its binary effect, but he did support the efforts. He shared Dr. Moore's concerns.

Ms. Dixon Spivy noted that the Board of Education had struggled with equity for more than three years. She agreed with the increasing tax burden, but asked how the District would move forward. At what point do Board of Education members recognize the tax burden and the reason they are at the table.

Ms. Cassell too understood the heavy burden on the taxpayers. The number one goal of the Strategic Plan is racial equity work and, thus, she would not vote against this because it is the reason she was at the table. One of the duties of the coaches is to come up with the measurements and have conversations with the Board of Education to have the right metrics in place to make sure it is working.

Mr. Iseli is a part of the Accountability Oversight Committee and he supported the CARE teams and that a way had to be found to evaluate that work. However, he also said there are many equity issues in the building and that the Board will have to reallocate FTE.

Dr. Moore stated that the concerns she expressed went to putting the money where the mouth is in terms of this supporting the students. The Board will support it with every caveat she expressed. She was frustrated that other avenues had not be tried.

Mr. Johnson thanked the Board of Education, acknowledging the importance of being fiscally responsible. The community needs to know the District is taking equity seriously, as it is a conversation in the community.

A roll call vote resulted in 4 ayes and 3 nays. Mr. Cofsky, Mr. Baron, and Mr. Iseli voted nay. Motion carried.

Counseling Division Head

Dr. Moore moved to approve the position of counseling division head; seconded by Mr. Iseli. Discussion ensued.

Because the duties of the Assistant Principal of Student Services (APSS) have increased beyond what could be accomplished with a reallocation of them, the administration was requesting this position. Currently the APSS is responsible for the scheduling of classes, running the counseling team, residency, the additional PSS Team, ballooning 504 requests, and the day-to-day operations. The registrar's duties will now change and give relief in some of the areas. The administration's realignment of duties began in the fall. The administration could not wait to realign the responsibilities before posting the position with a new job description. The new APSS is prepared to take the position as is.

Dr. Moore was unable to support this position because the new hire was prepared to accept the responsibilities and the number of administrative staff already in place.

The realignments in terms of scope seems to be a larger discussion. Mr. Arkin concurred. The previously approved positions were about students, equity, and student achievement. The administration did compare this role to those at other schools and it was found that the other schools have more administrative support in a variety of roles which allows for deepened work. The work of realigning the positions will be a discussion as a part of Dr. Pruitt-Adams' evaluation in June. Realignment of positions will be part of the Superintendent evaluation in June.

Settlement Agreement Dr. Moore moved to approve the Settlement Agreement discussed in closed session; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

Update on IMAGINE Mr. Poirier and Ms. Kamenitsa thanked the Board of Education members for participating at the February 27 Community Engagement meeting. Approximately 100 people attended that meeting and the community gave good feedback. A video of that meeting and answers to their questions are posted on the website.

April 16, 2018 is the next community engagement meeting at which time conceptual drawings will be presented. These drawings reflect the ideas that were identified during the first six months of research. The Board members were invited to attend. In addition, two public tours were scheduled.

In response to the initial question as to the degree of detail or what product will be produced, Mr. Poirier stated that IMAGINE needs to provide enough accurate information and perspective to the Board of Education and to the community and communicate clearly the recommendations. Two years ago the same process was engage and it ended up in a failed November referendum, because it fell well short of details. Today's process includes asking community members for their support. Up until February 27, this process was managed internally because of internal resources. As the next phase is moving into determining solutions, the professional help of architects is needed to put together suggested solutions.

Ms. Kamenitsa noted that this is a community-driven process with much back and forth discussion. This is a very different process that the previous one. When it comes to contractual work, is it a different process. The work is intermeshed and interlocking; it has been seamless in beginning the work of a long-term facilities master plan.

Mr. Iseli was complimentary about the February 27 Community Engagement meeting. He did not want to limit solutions or resources by amending the scope of the contract with P+W. Mr. Poirier stated that the breakpoint is when a final recommendation is made and the Board of Education approves it. That point would be the end of the project.

Mr. Arkin noted that the last process was an administrative project. When asked if a final master plan would be presented in late spring, Ms. Kamenitsa said that a full work product would be presented. The teams will continue to be active because there may be some back and forth after that time. Mr. Poirier would be surprised if the Board of education approved the recommendation at the first presentation and suspected an interim process beyond that. A level of oversight will still be needed.

Discussion ensued about the cooperativeness of P+W. It was noted that the bidding of construction work is not an academic or a theoretical piece of business. P+W did the master plan for New Trier High School, but it did not get the contract to execute that work. Are there examples of where P+W did not do the master plan and did get the work? Ms. Kamenitsa stated that P+W had been wonderful to work with, has given a great deal of diplomatic guidance on the types of things to look at, and understands the master plan.

Estimating costs is related to sequencing and options. No costs would be brought forward at the first formal presentation to the Board of Education. It was suggested that parameters of costs would be helpful when bringing forth the proposal. A company has been hired to do cost projections. The Board of Education will not set parameters, so a range of numbers will be submitted. One member was concerned not only about content but how to make it happen. This is a cost in time equation.

A roll call vote on approving the contract with P+W resulted in all ayes. Motion carried.

[Participant Media Update on “America To Me” Documentary with Steve James and](#)

Steve James thanked the Board of Education for the invitation speak to it. He reported that they were able to premier the first five hours of the documentary, “American To Me” at the Sundance Film Festival. It was nicely received and it was sold to STARS. It is expected to be released in the fall.

Kartemquin Films is an institution that has been committed to not just making social relevant films, but to do outreach and civil engagements. This documentary is a story-telling venue in the lives of children. Participation Media is partnering with Kartemquin Films because it has the same commitment to use the stories in the film to do the kinds of things the filmmakers do not. He introduced Carolyn Henderson and Lesedi Shubane of Participation Media.

They too were honored to be at the Board of Education table. Ms. Henderson noted that she was a former special education teacher at Chicago public Schools and she has a deep appreciation for all of the hard work that is done in the school.

Participant Media is the leading media company dedicated to entertainment that inspires social change. It was founded in 2004 by Jeff Skoll. Participant Media’s content combines the power of a good story well told with opportunities for civic engagement around some of the most pressing issues of our time.

The first three episodes were screened for teachers and education leaders. Their responses were that the film made them think about equity in their own context and that the film was very powerful. Ms. Henderson continued that it had made her think through some of her own context. It is an opportunity for action and it provokes conversations about race and equity. For key audiences, a special outreach will be made and Participant Media will provide tools. Each episode will be paired with a theme such as this is a broader society problem, the student voice, the parent voice, housing, and special education and their influences on equity. Discussion guides, activities, and ongoing engagement will be provided.

The audiences are high school teachers, high school and college students, parents, graduate students, administrators and the community. The overview includes audience outreach, an advisory committee. Discussion tools and curated resources. Dr. Moore will be on advisory committee as well as Jessica Stovall, Chala Holland, and representatives from Pacific Education Group. It will be a national committee of parents, teachers, and administrators.

STARS will do the public relations and trailer of the film and Participant Media will do civic engagement within community engagement.

Part of Participant Media's goal is to seed this outreach before the first showing. The first wave will happen in the fall. Participant spent a year actively working on a campaign and it is thinking about a natural partner to carry the work on a longer term. Participant Media is working with curriculum and instruction people to see if is possible to build this into a school's curriculum?

Kartemquin Films did a series on the new Americans, the immigrants, and Participant Media created modules around certain issues that were more adaptable to a particular classroom issue with guides for discussing it. The desire is for everyone to watch it, parents, community leaders, and students, in particular.

Student Discipline No action was taken.

Future Agenda Items A townhall meeting to discuss safety and security.

Adjournment At 10:36 p.m. on March 22, 2018, moved to adjourn the regular Board of Education meeting; seconded by Ms. Cassell. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Jennifer Cassell
Secretary