

April 26, 2018

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, April 26, 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 (attended telephonically), 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 6:37 p.m. on Thursday, April 26, 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 Mr. Cofsky. A roll call vote resulted in all ayes. Motion carried.

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

Joining the meeting were Tod Altenburg, Chief School Business Official, Amy Hill, Director of Assessment and Research; Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; and Karin Sullivan, Director of Communications and Community Relations.

Visitors

OPRFHS Faculty and Staff James Bell, Allison Hennings; Haley Martens, Bryce Sipiora, Grace Farnham, Eva Cornman, Sam Theis, and Matthew Vietzen, students; Nathan Nissen and Audra Braski of PMA; Kelly Benkert, Ryan Brennan, Margaret Brown, John Duffy, Linda Francis, Gearah Goldstein, Karin Grimes, Brynne Horde, Francis Kraft, Jeff Martens, Kathy Moriarty, Susan Stephens, Sabrina Tellez-Brennan, and Chris Toll, community members; Mary Haley of the League of Women Voters.

Student Recognition

The Board of Education celebrated the IRDI students, highlighted below and freshman student Sam Theis who competed at a national Shakespeare competition in New York, performing at Lincoln Center, and finished in the top 55 of over 2,000 nationwide participants— the top 3%!!!

Haley Martens won overall in the national BioGENEius competition and is now going on to the international level in Maryland this summer. There was only one

winner picked. Research title: The Effect of Ibuprofen on Tail Regeneration in Axolotls . Haley has an interest in medicine and biology and designed her unique project to address a gap in published literature. She investigated how varying doses of ibuprofen impacted the regeneration of axolotls. She concluded that ibuprofen inhibits the regeneration process. Her findings are statistically significant (ANOVA $p=0.00144$). Her results can be applied to other organisms regenerative pathways such as human aging and regeneration. Haley found an expert mentor named Dr. Voss at the University of Kentucky which whom she corresponded throughout this experiment.

Bryce Sipiora took first place at the state of Illinois poster session at the JSHS competition and will be going to Maryland May 2-6, to compete at the national Competition. Her Research title: Effect of Conversational Noise on Golden-Breasted Starlings. Bryce has an interest in the topic of ecology and designed this project to address a gap in published literature. It has been documented that humans continue to encroach on the habitats of songbirds, and it is important to understand how human vocalizations impact the way birds communicate. It is understood that when songbirds encounter traffic noise, they raise the amplitude and frequency of their calls to habituate. This habituation does not occur when humans enter habitats, making it necessary to determine if habituation can occur after being exposed to humans constantly, such as in a zoo environment. Vocalizations of golden-breasted starlings (*Lamprolornis regius*) were recorded at the Lincoln Park Zoo both before and after a recording of a crowded cafeteria was played ten feet away from them. The recordings were put through a spectrogram to measure the amplitude and frequency of each vocalization. Bryce had several mentors including Professor Emily Minor, Ph.D., of the University of Illinois, Nolan Bielinski, a Ph.D. student at the University of Illinois and Dr. Sue Anne Zollinger, Ph.D., of the Max Planck Institute for Ornithology.

Grace Farnham took second place at this same event and also will be going to Maryland May 2-6 to compete at the national competition. Her Research title: The Effects of *L. lactis* and *L. acidophilus* on Tryptophan Levels in *Manduca sexta* Hemolymph as a Potential Novel Treatment for Depression. Grace has an interest in both psychology and biology and designed this experiment to address a particular gap in published literature. Manipulation of the human microbiota is a promising field of research in the medical community. The use of probiotics, or live bacteria administered for beneficial health purposes, is becoming more prominent for some psychiatric disorders, including depression, due to the interactions between the gut microbiota and the brain within the microbiota-gut-brain axis. In the current investigation, the effects of *Lactobacillus acidophilus* and *Lactococcus lactis*, two probiotic bacterial species, on tryptophan levels in *Manduca sexta* hemolymph were tested by administering *L. acidophilus* or *L. lactis* independently, or a combination of both bacteria to the hornworm diet over the course of three weeks. Tryptophan levels were indirectly quantified using spectrophotometry after the hemolymph samples were treated with a chemical assay to produce a yellow colored product. In all experimental groups, the tryptophan levels decreased with a demonstrated significance ($p = 3.2803 \times 10^{-5}$) in comparison to the control group based on a single-factor ANOVA test. These results suggest promise for a novel treatment for depression. Additional research is needed to explore the possibility of the human application for such probiotic supplementation. Grace had several mentors including Dr. Linda Duffy, Ph.D., MPH, of the National Center for Complementary and

Integrative Health as well as Professor Howard Berenbaum, Ph.D., of the University of Illinois at Urbana-Champaign.

Grace Farnham also took 2nd place at the regional symposium and Eva Cornman took third.

Eva Cornman presented her findings to the Board of Education on the Effects of Clomipramine Hydrochloride in Zebrafish Larvae as a Potential Novel Animal Model of Obsessive Compulsive Disorder. Eva has an interest in medicine and psychology and designed her experiment to address a particular gap in current research. Her research investigated a novel model of OCD using zebrafish and the drug clomipramine (an antidepressant). She gave different doses of the drug to zebrafish larvae and induced a state of OCD and then monitored their behavior patterns with video to make conclusions about habituation to an auditory stimulus. Her findings are statistically significant ANOVA $p= 3.93 \times 10^{-11}$). She concluded that the clomipramine exposed larvae exhibited less habituation compared to the control. Eva found and worked with Dr. Parker of the University of Portsmouth as well as Dr. Blaser of the University of San Diego and Dr. Terriente of ZeClinics. Her unique research may serve as a novel animal model both regarding physical set up of her device as well as the outcome of her findings where the zebrafish that were given the drug habituated to stimuli. Her findings point to the impact that the drug increases the cortico striatal 5-HT_{2C} levels and altered brain development which resulted in imbalances of serotonergic pathways in the OCD circuit and therefore caused a type of “stuck” behavior on irrelevant stimuli as seen in human OCD. The current treatment methods of OCD are not optimal at reducing symptoms and often have adverse side effects. Her research has promise as a basis for a potential new pharmaceutical treatment that shows promise at being cheaper, more easily accessible and potentially less adverse effects.

Public Comments

Margaret Brown commended the Board on the policies presented. She was thankful for the amendment of Policy 2:260, the Uniform Grievance Act. It had been convoluted and unclear and she was glad that was being addressed. She felt a disparity existed in the amount of money being used for professional development and policies that protect some subgroups. OPRFHS does many amazing things for each subgroup, and she did not want any group to be ignored. Resources, including time, are limited. She continued that to civilly disagree is not to hate. She did not believe that other groups were getting the attention they should: 1) students with physical and mental disabilities; 2) students with 504 plans; 2) religion groups, etc. Much time has been spent on a bathroom and locker room sharing policy and race. The most common reason for bullying is for being overweight. She was speaking about the disparity between the protected subgroups. She asked to find a way to fix the very complex achievement gap. She wanted an equal amount of resources developed to other groups as well.

Sabrina Tellez Brennan originally spoke to the Board of Education six months where there was talk about having procedures for a Gender Equity Policy. She thanked the Board of Education for developing a comprehensive procedure to empower and include students who are nonconforming and non-binary. The procedures were the strongest ones she had seen: they were intentional. Its content included staff training, the use of bathrooms and locker rooms, the dress code, etc.—things that impact the student body. She requested that the Board of

Education use this month to get questions and answers and to take the recommendations and approve them at next week's board meeting. A recent statistic showed that 57% of transgender students attempt or commit suicide. The procedures will be in place for future boards and future students to use.

Ryan Brennan spoke about transgender students at OPRFHS, both non-binary and non-gender conforming. He spoke for the students who do not come from supportive homes. He asked for mandatory training of substitute teachers, security, staff, and teachers on addressing students properly. He did not feel secure or safe at the school and he is bullied in the hallways and classrooms. He urged the vote for equal rights and equal representation.

Gearah Goldstein noted that some students do not get the promise of the Pledge of Allegiance, "...one nation, indivisible, with liberty and justice for all." The Board of Education starts its meetings with the Pledge. The school is foundational. It celebrates the accomplishments of students who excel. That is what is wished for all children and every student. To excel, one has to have an equal start. Without guidance and procedures, students will not have an equal start. The procedures for transgender and non-conforming students will continue to grow outside of this community, the state, and the country.

Status of FOIA Requests

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

Student Council Report

Mr. Vietzen felt the IMAGINE OPRF team did a great job of addressing the needs at the school and making it as least disruptive as possible. Student Council supports this work.

On April 18, 2018, 550 students received awards at the Honors Convocation. Scholarships numbered 108 and totaled \$250,000. The senior class had 33 students who won the scholarship cup. Campaigning for officer seats had begun. Three new junior, sophomore and freshman representatives will be elected to more fully represent the voices of all grade levels. April is Student Council's charity month. Event fundraisers included "Pack the Pot" and "Mr. OPRFHS." Great America paid students for their work at the park and those monies were given to charity. The prom committee went to Hyatt Regency to try out food for the prom. Next year, Mr. Vietzen will attend the University of Notre Dame.

Superintendent Announcements

Dr. Pruitt-Adams thanked Mr. Vietzman for being the Student Council's representative and to see him at the IMAGINE OPRF meeting as it showed his commitment to the institution.

Dr. Pruitt-Adams expressed her appreciation to all of the community sources in Oak Park and River Forest.

In order to build a culture where teachers aren't afraid to try new things with technology, the Educational Technology department has created the Golden Trash Can Awards. Each week faculty and staff are celebrated for trying something new with tech integration and failing. They receive a gold trash-can-shaped pencil holder and share their lessons learned on the Ed Tech blog.

Justin Segawa won first place at the Great Lakes Region High School Chinese Speech/Writing Contest, while Gabe Darley, Garrett Credi, Eva Oney and Amelia Yu received Honorable Mention. OPRF competed against 18 schools and 90 participants.

The OPRF Show Choir, Noteworthy, swept the awards at the Herscher Swing and Sing show choir competition, winning Grand Champions, Best Vocals, Best Choreography, and Best Band.

Fifteen students were honored at a breakfast last week for signing letters of intent to play sports at their chosen colleges and universities.

Dr. Pruitt-Adams was honored to receive the Dred Scott Heritage Foundation Award for Educational Leadership, recognizing her as an individual who has contributed to civil rights and to the improvement of society in my chosen field.

Consent

Dr. Moore moved to approve the following consent items:

- A. Check Disbursements and Financial Resolutions dated April 26, 2018
- B. Monthly Treasurer's Report
- C. Monthly Financials
- D. Timeline for Architect of Record
- E. Summer Construction 2019 Capital Improvement and Legat Contract
- F. Nationwide Environmental Contract for Summer 2018
- G. Pekron Consulting Proposal for Summer 2019 Asbestos Abatement Services
- H. Proposal to Resurface Tennis Courts Summer 2018
- I. 10-Year Life Safety Report
- J. Audit Engagement Letter
- M. Policies for Second Reading
 - 1. Policy 2:260, Uniform Grievance Procedure
 - 2. Policy 4:10, Fiscal and Business Management
 - 3. Policy 5:100, Staff Development
 - 4. Policy 5:220, Substitute Teachers
 - 5. Policy 5:240, Suspension
 - 6. Policy 5:290, Employment Termination and Suspension
 - 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 7:250, Student Support Services
 - 18. Policy 7:270, Administering Medicines to Students
 - 19. Policy 7:340, Student Records
- N. Policies for First Reading
 - 1. Policy 7:10, Equal Educational Opportunities
 - 2. Policy 7:190, Student Behavior

- 3. Policy 7:270, Administering Medicines to Students
- 4. Policy 7:275, Orders to Forgo Life-Sustaining Treatment
- 5. Policy 7:305, Student Athlete Concussions and Head Injuries
- O. Personnel Recommendations, including New Hires and Resignations
- P. Stipend Committee Proposal
- Q. Open and Closed Minutes of February 22, March 22, and April 17, 2018 and a declaration that the closed session audio tapes of August 2016 shall be destroyed

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

Policy 6:60

Dr. Moore moved to approve Policy 6:60, Curriculum Content, as presented; seconded by Mr. Iseli.

Mr. Arkin moved to amend the motion to remove paragraph 7; seconded by Ms. Dixon Spivy.

Discussion ensued. Mr. Arkin felt that the PE department should make a comprehensive presentation to the Board of Education before this Paragraph 7 is included in the policy. Paragraph 7 would allow the school to have PE only three days per week, rather than 5 days per week. He wanted a baseline in the PE programming today and what the expectations are for it in future years.

Noted was the fact that the only time a change in the PE curriculum could occur is if the superintendent would make a recommendation to the Board of Education to do so. The administration was happy to schedule a PE presentation. Mr. Arkin stated that Senate Bill 1947 did not mandate adding Paragraph 7 and the Board of Education can accept or not accept it. He felt that this would allow the District in future years to make changes.

A voice vote resulted in motion carried to approve Policy 6:60, Curriculum Content, as amended.

Board of Education Budget

No action was taken on the Board of Education Budget as more information was requested regarding legal fees. It will be visited again at the May 15, 2018, Committee of the Meeting.

Non-certified FTE Requests

Dr. Moore moved to approve the position of a full-time, non-affiliated communications specialist and a full-time, non-affiliated engineer; seconded by Mr. Baron. A roll call vote resulted in all ayes.

Concerns had been expressed at the Committee of the Whole meeting about not understanding how the recommended SEL position fit in with Restorative Justice Practices (RJ) and how it would be implemented. It was explained that the position would not conflict with the CCB recommendations, it is separate and tied to the Strategic Plan. Other aspects of RJ would include consider the District’s expertise in the building, perhaps using a train-the-trainer type of model.

Note: the budget for engineers will decrease because no additional monies will be allocated for engineers.

Student Discipline None

Update on Strategic Plan On June 22, 2017, the Board of Education approved the Oak Park and River Forest High School Strategic Plan 2017-2022. The plan encompasses six broad goals: Holistic Community Education, Equity, Supportive Learning Environment, Transformational Teaching and Learning, Transformational Leadership, and Facilities and Finance. The Strategic Plan Accountability Team, which comprises about 20 faculty, staff, community members, and students who were not part of creating the plan, meets with goal and strategy owners on a quarterly basis. The accountability teams are charged with assessing whether they are on track to accomplish the goals of the plan, and in the timeframes specified. The attached presentation summarizes the current status, next steps, barriers, feedback, and whether or not progress is on target for each of the goal strategies that were prioritized for action during 2017- 2018.

Dr. Pruitt-Adams recognized the Strategic Plan Accountability Oversight Team members present at this meeting.

In June, an amendment to the Strategic Plan and identification of the focus for the 2018-19 school year will be presented to the Board of Education.

Initially, there was some confusion as the Culture, Climate and Behavior (CCB) goals had been embedded in the Strategic Plan, and as such, they were separated out from the Strategic Plan. None of the CCB goals had been accomplished.

Additionally, meetings with all of the implementation teams will be held quarterly so that each implementation team hears about the work being done by the others.

Goal 1: Holistic Community Education (HEC). OPRF High School will collaborate effectively with other educational institutions and social service organizations, resulting in a high - quality continuum of learning and seamless transitions for students from birth to post-secondary education and career paths.

Ms. Hill noted that the overall progress was behind schedule. Ms. Hill realized that because she was leading the team, it had become more of an advisory group rather than implementation group, and she was doing much of the work herself, but her time has been consumed by standardized testing. Last week the team divided into two smaller groups with each group focusing on the side of the transition.

1. Completed the freshman survey; have partially analyzed the results.
2. Added two community partners to our team: Debbie Baness-King, from Triton, and Rachel Bild, from OPPL
3. Have identified criteria for successful transition to high school.

Barriers & Feedback from Accountability Team

1. Inconsistent team attendance at meetings
2. The team was functioning more as an advisory group than action/implementation group
3. Accountability team recommends broader participation from support staff,

more use of qualitative data (possibly including a survey of 8th graders and post-secondary survey), and assessment of post-secondary data, and developing criteria for a successful post-secondary transition.

Goal 2--Racial equity: OPRF High School will continuously strive to create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race, socioeconomic status, or other social factors.

Goal 2—Strategy 1: By June 30, 2018, identify three proven strategies and/or programs that reduce inequities of opportunity and enable students of color and/or low socioeconomic status to gain greater access and success in college prep, honors, and Advanced Placement (AP) Courses.

The overall progress is on target.

1. Have changed Strategic Plan Goal Area 2 to Racial Equity.
2. Have identified programs/initiatives focused on Racial Equity at OPRFHS for website production (June 30).
3. Have recommended .4 Racial Equity Coaching to enhance building level PD for 18-19
4. Will recommend that the strategy related to Collaborative Action Research for Equity (CARE) Teams be transitioned to our Goal Area for collaboration and oversight for 2018-19

Barriers & Feedback from Accountability Team were:

1. The team has identified that time is a key barrier.
2. This Accountability Team meeting was exciting because we heard the progress since the first meeting in December. Much background information was received, and there was a deeper understanding of what is going on in relation to the Racial Equity Goal. The principal was responsive to the questions and the depth of his involvement and commitment and competence was noted to the Racial Equity Goal.
3. Finding time to meet.

Goal 2 - Strategy 2: Annually assess school culture and climate and set targets for creating an environment in which all students to feel welcome, including but not limited to students of color, lesbian, gay, bisexual, transgender, and gender-expansive students.

Overall Progress: On Target.

1. The Illinois Youth Survey will be utilized this May as an opportunity to gather baseline data on Culture and Climate
2. The Gender Equity Policy Committee is proposing policy and administrative procedures to support this strategy at the April 2018 Board Meeting.
3. A new dress code will be proposed for 2018-19 that is more gender neutral and inclusive.
4. Will eliminate body shaming and the expectations will be no longer left to adult/student interpretation.
5. Will be critical for all stakeholders to be consistent with the enforcement of the new Dress Code.

Barriers & Feedback from Accountability Team

1. The biggest barrier reported is time. Strategic Plan Racial Equity Action Team reportedly met only once a month before January but since January they have been meeting every other week.
2. Is the Culture, Climate, and Behavior (CCB) committee supporting this strategy?
3. The Racial Equity Action Team is concerned that the 6 Strategic Plan Teams currently working in silos and the result may be repetitive and counterproductive work.

Goal 2—Strategy 3: By June 30, 2018, annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color, and lesbian, gay, bisexual, transgender, and gender-expansive students.

Overall Progress: On Target

1. The Illinois Youth Survey will be used this May as an opportunity to gather baseline data on culture and climate.
2. The Gender Equity Policy Committee is proposing policy and administrative procedures to support this strategy at the April 2018 Board Meeting.
3. A new dress code for 2018-19 is being proposed that is more gender-neutral and inclusive. It will eliminate body shaming, and the expectations will be no longer left to adult/student interpretation. It is critical for all stakeholders to be consistent with the enforcement of the new Dress Code.

Barriers & Feedback from Accountability Team

1. The biggest barrier reported is time. Strategic Plan Racial Equity Action Team reportedly met only once a month prior to January but since January they have been meeting every other week.
2. Is the Culture, Climate, and Behavior (CCB) committee supporting this strategy?
3. The Racial Equity Action Team is concerned that our 6 Strategic Plan Teams are currently working in silos, and the result may be repetitive and counterproductive work.

Goal 2 - Strategy 4. By June 2018, complete the three Culture, Climate, and Behavior (CCB) Committee recommendations approved by the Board on April 2017. (Conduct Climate Survey in early fall. 2. Conduct inventory/audit of initiatives created to improve equity through culture and climate. 3. A professional audit of Restorative Justice Practices within the school, and recommendation for improvement in quality and/or quantity of restorative justice practices)

Overall Progress: Minimal Progress

1. The Illinois Youth Survey will be used this May as an opportunity to gather baseline data on Culture and Climate
2. Ongoing Racial Equity Professional Development work continues to provide adaptive transformative practices that are impacting culture and climate in the building.
3. SEL Team is proposing SEL/Restorative Justice 1.0 FTE to further Restorative Justice Implementation at OPRF in 18-19.

Barriers & Feedback from Accountability Team

1. OPRFHS does not currently have a working definition of restorative justice

- at OPRF.
2. The team is in the process of implementing the majority of the action steps. Yes, there is a clear rationale for why the action items have not been fully completed. The rationale is that since the action items have several parts, they require a lot of time to address. Since the members of the team are volunteers, the time that members are able to commit can vary.
 3. The Racial Equity Action Team is concerned that our 6 Strategic Plan Teams are currently working in silos, and the result may be repetitive and counterproductive work. Need to develop a plan to have the groups update one another.

Goal 3—Supportive Learning Environment: OPRF High School will create learning environments that support the unique strengths and needs of each and will provide a system of supports to meet the evolving needs of all students.

Goal 3 - Strategy 1: By June 30, 2018, identify the current state of effectiveness of current social-emotional learning (SEL) programs and establish targets for annual improvement.

Overall Progress: Minimum progress

1. Have identified SLE programs and practices currently in use at OPRFHS.
2. Compiled an extensive literature review of SLE research.
3. Participated in an SLE symposium with other high schools primarily in the Western suburbs.
4. Developed a common definition of SLE and SEL.
5. Proposed a Social Emotional Learning Restorative Justice Specialist position
6. Created a framework for SEL position for next school year

Barriers & Feedback from Accountability Team

1. Developing an effective evaluation tool.
2. Having the time to collect and analyze data in a timely manner.
3. Unable to effectively coordinate all of various SEL and Restorative Justice practices currently in place at the school to directly impact students.
4. Adult buy-in to implementation school-wide

Goal 4: Transformational Teaching & Learning: OPRF High School will create consistently rich and engaging learning opportunities that set high expectations for all students and foster collaboration, problem-solving, reflection, critical thinking, and independent learning

Goal 4—Strategy 1: By May 2018, via Teacher Collaboration Teams (TCTs), establish priority standards and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations.

Overall Progress: On Target

1. Digital storehouse was developed and shared with Division Heads.
2. Communication plan and resources for the development of priority standards was shared with staff during Fall semester.
3. Standards have been developed and entered for most TCTs, with only a few left to complete in the next few weeks. They will be continued next year.

4. Common assessments have been developed and shared with Division Heads. On target.

Barriers & Feedback from Accountability Team

1. Getting everyone on Action Team and the staff up to speed on the need for priority standards
2. Managing balance between common work and teacher responsiveness to their students
3. Determining how to track and manage the 80% target for proficiency will need to be examined going into next year

Goal 4 - Strategy 2: By the conclusion of the 2019-2020 school year, pilot a more inclusive 9th-grade curriculum designed to increase access to Honors and Advanced Placement courses, with the goal of increasing by 25 percent the number of students earning honors credit their freshman year.

Overall Progress: On Target

1. This goal is not slated to be implemented until the 2019-2020 school year. However, defining guiding principles has begun, professional development needs, and community-wide communication efforts needed to be ready for this target date.

Barriers & Feedback from Accountability Team

1. Educating ourselves and our community of the need and urgency of the work
2. Integrating this work into our existing professional development and professional development efforts

Goal 5—Transformational Leadership: OPRF High School will hold all leaders to high expectations in responsibilities, policies, practices, and professional development and will create opportunities that affirm and support effective teaching, learning, and leadership.

Goal 5 - Strategy 1: By August 2018, implement CARE Teams (Collaborative Action Research for Equity) in the professional development plan.

Overall Progress: On Target

1. CARE team leaders have been meeting weekly to develop their capacity to lead CARE Teams in 2018-19.
2. All faculty and identified staff met in groups of 20-25 with CARE Team leader trainees to deepen their knowledge, comprehension, and application of the Courageous Conversations protocol. Groups met six times over the course of the year, in preparation for CARE Team participation in 2018-19.

Barriers & Feedback from Accountability Team

1. Need greater accountability for attendance at these meetings. Agendas and rosters should be gathered and examined.
2. Look for ways of measuring engagement in sessions. Perhaps anonymous feedback at the end of the session/program
3. The Racial Equity Action Team is requesting that this strategy be shifted to Goal Area 2- Racial Equity as it is better aligned with the work that they are doing.

Goal 5 - Strategy 2. By June 2018 create a one-year professional development program for district and building administrators that develops leadership capacity, collaboration, and effectiveness.

Overall Progress: On Target 1.

1. Program is being delivered primarily through our All District Administrators (ADA) meetings.
2. Team has modified its plans based upon the success (or lack thereof) of the sessions and programs delivered.
3. Team has been engaged in determining what the appropriate leadership professional development should be.
4. Leadership capacity has been built by involving the team in a number of district-wide procedure decisions.

Barriers & Feedback from Accountability Team

1. Targeting the appropriate level of professional development based upon the diversity of the leadership responsibilities of the team has been a struggle.
2. Lack of leadership capacity due to administrators out on leave has been a major barrier to move this goal forward as quickly as we would like.

Goal 5 - Strategy 3: By June 2019, develop a system of accountability for all levels of leadership, as aligned to the strategic plan.

Overall Progress: Behind schedule

1. Created an evaluation tool for the principal and his direct reports.
2. Purchased and configured an evaluation tool for all non-affiliated employees.
3. Linked closely with Strategy 2, we have begun to create leadership documentation to allow us to educate staff about their accountabilities. Examples are the hiring protocol and the faculty handbook.

Barriers & Feedback from Accountability Team

1. Some progress has been made as a number of long-standing priorities have begun to move forward.
2. Evaluations will be more consistent and much improved this year.
3. Barriers of leadership capacity still exist, but we are moving forward with plans to hire a new HR Director for the next school year. We have also brought an HR consultant on board to help us with our current capacity issues.

Goal 5 - Strategy 4: Encourage innovation at all levels in the institution.

Overall Progress: Minimal progress

1. Developed an approach to encouraging innovation here at OPRF.
 - a. Highlighting innovation that is already occurring here and are also
 - b. Planning a innovation showcase event in the spring
 - c. Working on marketing and communications plans set to launch late January

Barriers & Feedback from Accountability Team

1. A number of issues caused us to delay our launch to a point where the physical event which was originally planned for mid-April was canceled.
2. Due to delays in our software system rollout which ultimately caused our marketing plan to collapse to a “non-event”
3. A great job of build up, but fell down on the ultimate implementation

4. An innovation celebration is planned.

Dr. Pruitt-Adams thanked the members of DLT for taking on leadership roles in her absence, acknowledging their effort to move the Strategic Plan forward. It is a true testament to leadership.

Goal 6-Facilities and Finances: OPRF High School will make fiscally responsible, student-centered decisions regarding facilities and finances and will allocate resources to ensure excellence and equity.

Goal 6—Strategy 1: By May 2018, form a committee to review and revise the long-term plan created by the 2013 Finance Advisory Committee.

Overall Progress: On Target

1. Prior 2013 FAC structure and work planned have been shared
2. D97 FORC history, guidelines, work products and time commitments have been reviewed
3. Proposed calendar of meetings and potential topics for discussion have been outlined and shared with Board of Education in March 2018
4. Preparing Community Member “advertisement” for the website
5. First meeting is scheduled for June 2018

Barriers & Feedback from Accountability Team

1. Revised action steps are well thought out.
2. Love the mission and vision of what they are going to do. The charge is well thought out.
3. They are addressing barriers associated with bringing a great team together.
4. Time commitment to get this up and running seems to be a bit slow, maybe needs to move quicker on the timeline, but they are mindful of this time.
5. No real barriers, the CFC looks to be in good shape.

Goal 6 - Strategy 2: By July 2018, create a five-year budget and reporting process for implementing the strategic plan goals

Overall Progress: On Target

1. They have designed a form (revised Incremental Resources Request Form) that tries to capture some of the Strategic Plan data so that they can build the budget appropriately aligned with Strategic Plan Goals.
2. This team is waiting for the Strategic Plan Action Teams to submit plans in order to cost them out and include in the FY19 Budget.

Barriers & Feedback from Accountability Team

1. They need to push the other action plan teams so that this team can move forward.
2. Maybe too much time is being spent on creating FTE data.
3. Getting data from the Strategic Plan ideas from the Action Teams; however, this is addressed by knowing that these (with the exception of IMAGINE) will not be large.
4. Slightly concerned about the squishy due date and would propose that a more firm date is established (obviously with flexibility as available).
5. Mr. Altenburg’s experience along with his action team’s assistance here will bring this home on time.

Goal 6 - Strategy 3: By July 2018, develop a long-term facilities plan to recommend to the Board.

Overall Progress: On Target

1. Research phase completed
2. Held two additional rounds of community engagement to present research findings (February session) and initial conceptual drawings of options (April session)
3. Held public building tours to highlight areas of concern
4. The fourth round of community engagement is scheduled for May, to share refined options before recommendations are made to the Board

Barriers & Feedback from Accountability Team

1. Barrier: Engagement consultant was not producing the results we expected; we ended the contract early and are doing the work in-house.
2. Feedback: On target. "Great thought on how to make this transparent and informative....The Imagine team has been thoughtful of the process, diversity of thought, how to work together with fidelity and commitment." "Great job. Excited to see what comes of this."

Discussion ensued. The CCB's recommendations last year included obtaining a baseline to make recommendations for the 2018-19 school year via surveys such as Illinois Youth Survey and 5Essentials. Questions can be added to the IYS. Note: Last year's recommendations were not funded, and that was the reason some goals were not accomplished. Some of the recommendations this year will have no cost, but others will come with a need for financial resources, such as the services of a RJ professional. If the Board approves them, discussion will occur about the allocation of funds to make the initiatives possible and successful. One member expressed frustration on the progress of this goal. The IYS is a tool to which the District can ask questions about racial equity.

A request was made to see the specifics of the strategies. The outcomes will be presented to the Board of Education in August, as well as new recommendations with timelines for both new and old work. One member expressed the need to be able to point to identifiable programs or talk about data with the community and asked when that would be made available. Dr. Pruitt-Adams stated that this was the first year of the Strategic Plan's implementation. This is a baseline data year, and there will not be many identifiable programs. Most Strategic Plans start with a baseline and build from there. The administration owns that the CCB's recommendations did not make progress. The Board of Education approved the CCB's recommendations in April and the Strategic Plan in June and the administration tried including CCB into the Strategic Plan, but that did not work. So, the administration removed it. In November, it was realized that the CCB recommendations were not getting the necessary attention. Understanding the frustration, CCB is standalone now. While the administration is trying to bring both the CCB and Strategic Plan into alignment, it is not a perfect science. More concrete information will be provided in August as the administration works to refine the evidence file for the community to see. The report in August will include what has been accomplished, the pitfalls, what will be done differently, etc.

One member noted that while this report was imperfect, it did show the commitment the administration commitment was making to the process. Because time seemed to

be a barrier, had the District made the Strategic Plan its highest priority? Dr. Pruitt-Adams says the District took on more this year because of the urgency and it is focusing next year on pulling those things that out that are the top priority. Everything the administration does needs to be under the umbrella of the Strategic Plan.

Discussion ensued about why RJ has to be defined for ORPFHS. When the administration looked at the Strategic Plan timelines, every goal and strategy was for the 2017-18 school year. The administration tried to prioritize and sequence the actions. Admittedly, it may not have been the best implementation. The Board of Education has repeatedly said that it wanted RJ. Several members of the staff attended RJ training and a meeting will be scheduled with them to develop a plan. The administration is prioritizing Strategic Plan actions to be the most effective and affect the culture.

The request for an SEL coordinate will be brought back to the Board of Education for consideration because the administration feels this is important. The action teams are in the process of developing their budgets.

At 9:49 p.m. the Board of Education Recessed and resumed at 10:00 p.m.

PMA Cash Flow and Investment

Per Board Policy 4:30 – Revenue and Investments, the Treasurer shall submit to the Board of Education a monthly investment report. Currently, this information is included each month as a part of the Monthly Treasurer’s Report. However, one of the actions that the 2013 Finance Advisory Committee recommended was for the administration to provide the Board of Education with a deeper dive into the Cash Flow and Investments on a periodic basis. Every month with treasurer’s report you get an investment report, every couple of years do a deeper dive into investments. Mr. Altenburg Introduced PMA representatives Nathan Nissen and Audra Braski who reviewed the District’s current cash flow and investment report that was included in the packet.

Discussion ensued about the investments, noting that approximately 96% of investments were predictable. Could the District push for more investment and make the fund balance more a financial asset. PMA noted that it could offer other investments, but the internal preference has not been to do so because, with only a 1% point difference between 1 and 5 years investments, it was not worth the risk. Rates are increasing quickly because the market anticipates the Federal Reserve will raise rates in March and December. OPRFHS has money maturing every six months, and it can take advantage of rising rates with little exposure in the yield curve. The District is fully invested at all times.

OPRFHS has invested approximately \$120 million over the year and has received an interest rate of 1.48% during that time. Conversely, the OPRF Scholarship Foundation invested \$2 million last year and made a 16% return on investment. The response was that school districts have strict regulations on what they can invest in. The options that school districts have is to go out for longer on the yield curve and carve out a piece of the portfolio for a managed account with which PMA can assist. It works for some districts and not for others. Fees are a consideration because schools pay on a per transaction fee basis or portfolio managers take a negotiated fee

on the percentage of assets. The question that has to be considered is whether the return would offset management fees?

While the District could buy other districts' debt, the feeling was that this was too risky. The content of a portfolio is driven by state statute. School districts can invest in local banks barring no FDIC restrictions. PMA offers a local bank program to districts. Buying tax anticipation warrants is not specifically noted in The School Code of Illinois, so this is a grey area. It requires lots of legal work to structure the agreements and help purchase the debt. Much work is involved, and it is not always worth a district's while.

Enrollment Projections

Enrollment projects were presented at the Committee of the Whole meeting. The number of special education students coming from District 97 was clarified. This model will be included in the Forecast5 projection model.

Third Quarter Variance Report

This report was presented at the Committee of the Whole meeting and was presented at this meeting as an informational item only.

The District is spending \$2.5 million less because it now has no debt. These dollars will not be spent in other areas, because the District is debt free. The District's Working Cash Fund is levied at \$300,000 or \$400,000 per year. While the District could reduce this Levy next year, it has to remember that recommendations from IMAGINE OPRF will be forthcoming.

Election of Board President

Ms. Dixon Spivy nominated Dr. Jackie Moore for president for a one-year term beginning May 1, 2018. By receiving a majority of the votes cast, Dr. Moore was elected president of the Board of education for a one-year term beginning May 1, 2018.

Election of Board Vice President

Dr. Moore nominated Ms. Dixon Spivy for vice president for a one-year term beginning May 1, 2018. By a majority of the votes cast, Ms. Dixon Spivy was elected vice president of the Board of Education for a one-year term beginning May 1, 2018.

Election of Board Secretary

Mr. Arkin nominated Ms. Cassell for Secretary for a one-year term beginning May 1, 2018. By a majority of the votes cast, Ms. Cassell was elected secretary of the Board of Education for a one-year term beginning May 1, 2018.

2018-19 Board of Education Dates

Dr. Moore moved to approve the 2018-19 regular Board of Education meeting dates as follows; seconded by Ms. Dixon Spivy. A voice vote resulted in motion carried.

	Thursday, January 24, 2019
Thursday, August 23, 2018	Thursday, February 28, 2019
Thursday, September 27, 2018	Thursday, March 21, 2019
Thursday, October 25, 2018	Thursday, April 25, 2019
Thursday, November 15, 2018	Thursday, May 23, 2019
Thursday, December 20, 2018	Thursday, June 27, 2019

Future Agenda Items

Dr. Pruitt-Adams will prioritize a list of things outstanding for the Board of Education.

Mr. Cofsky asked about having a policy with regard to Tradition of Excellence Awardees.

Adjournment

At 11:30 p.m. on April 26, 2018, Mr. Iseli moved to adjourn the regular Board of Education meeting; seconded by Mr. Arkin. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Jennifer Cassell
Secretary