

April 25, 2019

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, April 25, 2019, in the Board Room of the OPRFHS.

Call to Order

President Moore called the meeting to order at 6:40 p.m. in the Board Room. 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; Greg Johnson, Assistant Superintendent for Curriculum and Instruction; Roxana Sanders, Senior Director of Human Resources, and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:41 p.m. on Thursday, April 25, 2019, 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; and 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. 5 ILCS 120/2(c)(11); and 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 7:40 p.m., the Board of Education resumed the open session.

Joining the meeting were Cyndi Sidor, Interim Chief School Business Official; Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; Christopher Thieme, Director of Technology; Michael Carioscio, Chief Operations Officer; Krystal Jones, and Karin Sullivan, Senior Communications Director.

Visitors

OPRFHS Faculty and Staff members Paul Collins, Elizabeth Farrow, Kristen McKee, Jeff Bergmann, and Fred Preuss; Melanie McQueen and Felicia Moore of APPLE, Mary Bird, Leah Brown, Charity Anne Caldwell, Mark Christensen, Kitty Conklin, Wendy Daniels, John Duffy, Linda Francis, Burcy Hines, Lynn Kamenitsa, and Steve Krasinsky, community members; Natalie Thompson of P4SS; Students of Wrestling Team and Louder Than a Bomb students Nicholas and Noel Berry; John Czerniak of FGM; Steve Schering of the Oak Leaves; and Michael Romain of the Wednesday Journal.

Recognitions

The Board of Education honored the following:

- 1) Nicholas Berry who earned the Literary Award for best written poem at the Louder than a Bomb Poetry slam finals and recited the poem for the Board of Education.
- 2) Golden Apple Finalist Elizabeth Farrow, an English Teacher. Ms. Farrow loves teaching every day and she had been supported by many of her colleagues, students, parents and administrators. She felt very appreciated with the recognition at this meeting.

- 3) OPRFHS Wrestling Team for placing second at the IHSA Dual State Tournament.

Zavien Stewart	Stephon Carr
Connor Nagela	Joe Chapman
Jalen Dunson	Jake Cagnina
Jake Rundell	Thorsten Mahler
Nico Bolivar	Danny Lingen
Joshua Ogunsanya	Cam Rigden
David Deyro	Daemyen Middlebrooks
Eddie Bolivar	Brian Ziech
Max Walton	Jaylan Pascascio
Malakye	Ashford Hollis
Rodriguez	Fabian Gonzalez
Torry Early	

Congratulations were given to their coaches: Paul Collins (head coach) and Octavius Bellamy, Jeremy Powell, Nick Nelson, Patrick Woulfe, Jameel Carter, Dimitri Willis, Joe Conway, Ryan Venhorst, Jamil Smart, and Donie Collins (assistant coaches).

Also in attendance was student wrestler Violet Harper who participated in the Illinois Wrestling Coaches and Officials Association (IWOCA) State Championship. Student Jake Rundell was able not to participate over the weekend, but last week and he was wrestled free style at the Pan-American game qualifier and won. He will be recognized nationally.

Mr. Collins noted that this team started as 49th in the country, and finished 14th. This was a testament to their effort.

- 4) Mark Collins and Tracy Van Duin presented at the National Art Education Association's National Conference. The purpose of their presentation was to provide teachers with an instructional plan and teaching philosophy that personalizes and specializes the growth of every student, regardless of their technical ability or artistic experience. This method frees up teachers for daily one-on-one time during which meaningful feedback that addresses specific assignment related needs can be shared.

They believe that their presentation was highly relevant to today's art teacher because it provides a straightforward and adaptable solution to three concerns that teachers face: How can I meet all students where they are in terms of skill development and artistic confidence? How can I provide students with creative choice? How can I develop a sustained one-on-one connection with all students?

FOIA Requests

Ms. Kalmerton reported that two FOIA requests had been received and two were resolved.

Student Council

Student Council Eunseo Choo liaison reported on the following:

- 1) \$250 will be donated to Project Forward to provide underwear for the homeless.

- 2) Donations were solicited during at lunch periods for the Mr. OPRFHS contest. Skittles were handed out to entice students to attend the event. This event raised \$550 and Student Council will make match those funds and donate to the Thirst Project.
- 3) On May 1, Student Council will set up a table in Student Activity Center and hand out t-shirts to students. It will also provide coffee mugs with teacher and teacher assistant names on them so that they can enjoy free, flavored coffee on May 7 and 9.
- 4) Ideas for homecoming for the next school year are being explored.

Superintendent's Announcement

Dr. Pruitt-Adams made the following announcements:

Senior Leila Winn is the national finalist in the *Illinois BioGENEius Challenge*! Leila will receive an all-expense-paid trip to the international competition in Philadelphia, PA, in June.

The Spoken Word Slam Team finished in third place out of 120 teams at the *Louder Than a Bomb poetry slam finals*. Team members are Morgan Varnado, Corina Robinson, Nicholas Berry, Jesus Govea, Zaire Brooks, Micah Daniels, Kyla Pereles, and Ruby Davis!

Noteworthy, OPRF's show choir, was named Grand Champion for the third year in a row at the *Herscher Swing and Sing Competition*. Sophomore Shiri Clay received the award for Best Female Soloist. The group also brought home awards for Best Vocals, Best Choreography, and Best Band.

Eleven stage crew students attended their first United States Institute for Theater Technology Conference in Louisville, Kentucky, over spring break and took part in the *USITT Tech Olympics* against college students and professionals. Junior Julia Seinitz earned the second fastest time for hanging and focusing a light.

Junior Declan Collins has been nominated in the Best Actor category of the *2019 Illinois High School Musical Theatre Awards* for his performance as "Amos" in the OPRF Theatre department's production of "Chicago." The OPRF Ensemble of "Chicago" is also nominated.

Junior Bridget Pierce is the winner of the *2019 Hemingway Foundation Scholarship* and will be recognized at the Hemingway Foundation Gala Benefit on May 4.

A Black and Brown Faces in White Spaces event was scheduled for May 11, 2019.

Public Comments

Mary Bird thanked the Board of Education, the students, the community members, and the administration for getting the policy to this point. She did not believe the policy went as far as it should or reflected the best practices around the country. She asked that a Racial Equity Impact Assessment (REIA) tool be included in the policy. This is an opportunity to create a legacy, a policy that includes the REIA, can make a genuine difference. She asked too that the policy list the specific characteristics that will make a difference for OPRFHS students. They are:

1. be used in racial equity decision-making pertaining to current or future programs, budgets, policies, hiring, curriculum, etc.
2. be used early in the decision-making process

3. be used to select among alternatives that will advance the purpose of an action with the maximum advancement of equity
4. include a stated/written rationale for why a chosen action was undertaken
5. include racially and culturally diverse stakeholder input throughout the process in assessing impacts, identifying alternatives, and selecting the action
6. foreground race, but also consider other forms of equity as appropriate (socio-economic status, gender, gender identity, disability status, socio-economic status, etc.)

Mark Christenson read the following statement. “I thanked Superintendent Dr. Pruitt-Adams, this Board, and the community members who have worked hard over the last two years to bring us to this point where we are presenting and passing a Racial Equity Policy for District 200. True change always comes with struggle, and through all of the discussions and meetings and exchange of ideas, and positions, we did not quit, and arriving here is a tribute to the character and commitment of those people involved in reaching this moment in time.

“I thought long about what I might say tonight, if I had anything to say, or whether I should speak. And in the end, I thought I would share a few of my own experiences to illustrate that a Policy is more than platitudes, and the procedures are more than academic best practices. Executing an effective Racial Equity Policy will require tough love, concern, empathy, accountability and a passion for justice. As we move forward patience in the face of resistance and resolve when there is pressure to accommodate will be critical. Commitment to the welfare of students of color will need to defeat the pressures to settle for less out of loyalty or in the name of friendship or to avoid conflict.

“When I was 21 with long hair and a beard, I was isolated in a room at the airport in Port A Prince, Haiti, as my suitcase was torn apart. Looking for drugs that did not exist in my belongings, and seeing the disappointment on the faces of the military officials, there was that gut wrenching moment as I awaited the decision of whether I would be released, or kept in confinement on a pretext. I was the only white guy for miles in any direction, and during the heated discussion in French by the soldiers, I escaped in my mind to think about some of my African American friends who lived much of their lives as the only brother in the room. My race, choice of hair style and clothing was a basis for distrust in Haiti, a certainty that I was up to no good. This was not a welcoming environment. I was brought back to the present when I was gruffly told in English “you can go.” With relief I threw everything in my suitcase in a race to board the plane.

“Empathy is important and will be needed in the days ahead. But more than empathy is required, there needs to be an understanding and deep appreciation and celebration of the African American culture to bring racial equity to this school. I recently sat in a room with historians, professors, government officials, business leaders and civil rights leaders witnessing an animated conversation about the critical issues facing our nation. Like my experience in Haiti, but with a completely different invitation, I was the only white guy in the room. “How did this happen?” I asked as I looked around. I realized that over the years, with God’s help and grace, I had learned to listen, to value the voices of wisdom, to serve, follow and

submit to African American leadership suppressing the desire to control or to think that I knew better. Racial equity requires a change in mindset that will be uncomfortable.

“So today I would encourage us to move forward, with good intentions, with empathy, with an appreciation and celebration of culture, and with a listening and humble heart as we execute the Racial Equity Policy.

“And in closing, I would like to thank Melanie McQueen, Burcy Hines and Anthony Clark for the privilege of letting me sit at the table with them. We move to the next stage with great hope. Thank you.”

Burcy Hines, Oak Park village residence of 30 years, spoke on behalf of Wyanetta Johnson, a resident for 40 years. She thanked school board members for bringing a racial equity policy. She asked them to imagine how they had felt all of these years and still they kept fighting—APPLE started in 1993. She thanked everyone for working hard on this endeavor. While the results were unknown, she was glad she was here to witness this. Thank you.

Anthony Clark, resident for 30 years, recognized the hard work of the student leaders in the community, the administration, the Board, the many organizations who have been doing this work. He would not send out thank you’s or celebratory notes. As a black man, he felt it should not have taken this long and had to go through the struggles to get here. The purpose of being here is to push forward a policy that essentially should be human rights for black students. People can celebrate when black students say they feel ownership of the community, the halls, and the streets, and they feel like they belong. They won’t be judged on how they dress, their music, etc. In thinking about civil rights, the blacks are in a worse space than they were in the 1960’s. He is not the most popular person in spaces, but he is here for the students and their success. This is just a policy. It is really about changing, curriculum, security, and the community. This is really just the next stage.

Linda Francis, read statement the following statement: “Oak Park is an aspirational community. Beginning with the early efforts taken to stem “White Flight” leading to today, we have increasingly touted this community as a diverse and progressive place where all people could live and thrive together. What has not been recognized until recently is the amount of perspiration needed to make that a reality. Putting it on a yard sign or a bumper sticker does not make it true.

“Our school districts have come to realize this, as well, and are facing the systemic racism and biases that have long kept so many black and brown students from reaching their full potential. But another thing we have come to realize is that this work (and it is work) is a marathon and not a sprint. If we are to have sustained systemic change, then we must take an approach that outlives the current administration, board and even current members of the community; and can withstand the fatigue, apathy and fear that is sure to come. I strongly urge the Board to approve the Racial Equity Policy as the permanent stake in the ground that shows this District’s commitment to racial equity. It is by no means the culmination of the work, but rather serves as the North Star from which procedures, policies, strategic plans, and their associated actions can be developed and implemented.

“I would also like to take this time to thank some of the folks who have worked tirelessly to make this happen. Dr. Moore and Jennifer Cassell--thank you so much for your leadership, skill and your willingness to put yourselves on the line for our children. Dr. Pruitt-Adams--thank you for the strength and conviction of your leadership. This community puts you through hell and you still love our children. And I must say this--Black Women in this community! There are many people who have supported this work, but so many Black women have been steadfast in seeing this work through. Ms. Hines (30 years), Melanie, Wendy, Natalie. Ms. Himes--thank you for supporting our young ladies in their hard work. They are displaying a level of youth leadership that is unparalleled. You all deserve to be seen and acknowledged for all that you do to keep our community honest.

“We have so much more to do to actually see the fruits of this labor, but I am convinced that this is a turning point. We will not get it all done in the next year or even several years; but we can commit to be a more perfect union with each coming year and actually create the kind of community and school we hoped for when we chose Oak Park and River Forest as our home.

“A change is gonna come”. It is the one thing that is inevitable. The administration will need to change, teachers will need to change, students will need to change, parents and community members will need to change. It’s a change that can move our schools from good to great. So let our work going forward be intentional and student-focused so that our aspirations become reality.

John Duffy, speaking on behalf of CEEE, noted the seriousness of the atmosphere in the room. Approving the racial equity policy is a commitment to not just renewing the work, but to win. It will be a long haul. This is an historical moment and he thanked the administration’s dedication to finalize a policy that includes the major features that the community believes are essential. He was thankful for the energy and support of the outgoing board members Jennifer Cassell and Fred Arkin who advocated for a strong policy and the hiring of the new executive director of equity and student success position.

Charity Anne Caldwell is a member of District 97’s Diversity Committee. District 97 passed a racial equity policy. She observed that District 200’s policy is not as strong as the one at District 97. As District 97 students move to OPRFHS, it seems reasonable that it would have a stronger policy to deal with the situations that they will face. She asked that the Board of Education to focus on community input, especially those black and brown students and not just a Committee of a Whole members. She hoped they would learn from lived experiences. This policy needs to outlive this moment and be meaningful in the future.

Melanie McQueen wanted to jump for joy. Under her leadership of APPLE for the last six years, she was thankful they did not have to wait 40 years for this to occur. She echoed what others had said APPLE stands as parents who represent the burnout. But this moment is why one keeps pushing forward. The power is in numbers and knowing that they have value and this policy is important. She thanked the Board for keeping on top of the words, the emails, the conversations, etc., because we could have said, “No, not yet.” But this is the moment and if the policy passes, discussions will occur on how to make this happen.

Felicia Moore also representing APPLE thanked everyone for the foundation of this policy and she hoped that the parent phone calls about this would decrease.

Terry Keehler read the following statement. “I’m a long-time Oak Park resident and parent of an OPRF student. I want to congratulate the board and administration for moving this racial equity policy forward. Credit also goes to so many community organizations and advocates who for years have been tirelessly advocating for change including Apple, Committee on Equity and Excellence in Education, Suburban Unity Alliance, SAFE, and many others.

“I know it’s been a long and complicated process getting to this point. I’ll be honest by saying both the product and process still leave a lot to be desired. But I also believe that there’s plenty of room to move forward together. I want to offer a few suggestions for moving forward.

“1. I would encourage you to align your efforts as much as possible with those of D-97. I was actively involved with DivCo, the PTO Diversity Council, and other community organizations that worked for nearly a year and a half with the D-97 School Board to develop a very comprehensive and robust racial equity policy. As you develop the Administrative Procedures for your policy, I hope you will take every opportunity to align your efforts across districts as much as possible. There’s really no good reason not to do this.

“2. We would rather have you do things right than do things fast. We’ve come too far and our students and community deserve the best. Please make sure the person you hire for the Executive Director of Equity and Student Success is fully aware of this racial equity policy and has the demonstrated experience and skills to play a lead role in implementing it.

“3. Continue to explore ways to improve the way you engage the community. Active and authentic stakeholder engagement will be key to the new policies success.

“4. Work to diffuse and infuse the leadership and implementation of this policy across the entire school district, in all of its functions, with every person in the building. Everyone needs to be on mission – and racial equity is mission critical. This work cannot be siloed or stalled. We need to invest in deep and broad capacity building. We need to build “equity competency,” which is related but distinct from cultural competency. Equity competency involves learning how to set racial equity goals and measures, how to use racial equity impact tools and impact assessments, how to engage stakeholders, and how to create and implement equity action plans. This requires a different mindset and skillset to do this proactive and strategic work focused on culture and systems change.

“Last Fall, I had the privilege of being one of the organizers and facilitators of the series of community conversations we held in circles after each of the ten episodes of *American to Me*. I heard so many stories and painful experiences of racial inequities here at OPRF. And I also heard the real hunger and hopes for true transformative change.

“We all are the ones we’ve been waiting for to make transformative and lasting change happen. I encourage you to continue leading, and collaborating, and making plenty of room for so many others to lead, so that we achieve our mission of a school district that is truly excellent and equitable for everyone. Thank you.”

ESSA Program Evaluation

Under the Every Student Succeeds Act (ESSA), public schools are eligible to apply for four primary Title grants depending on the needs of their student population. Title I is for improving basic programs operated by state and local agencies. Title II is designed to help prepare, train, and recruit high quality teachers and school leaders. Title III is for language instruction for English learners, and Title IV is to support innovation in “21st Century Schools.” Each grant has different regulations that determine how much money is available to local agencies, and according to these regulations we are eligible for funds under Titles I, II, and IV. Because the funds available to us under Title IV are relatively minor, each year we have folded those funds into the Title I initiatives. This evaluation of the Title I and Title II grant program is presented as part of the scheduled review of instructional programming.

As was detailed in the packet, Title funds are to support initiatives in a variety of areas ranging from curriculum evaluation to the Talent Management plan. Many of these initiatives are evaluated and reported to the Board throughout the school year. However, well over 50% of the Title allocations support the reading and math instructional support programs. As a result, this program evaluation is focused specifically on this area. The included report details findings and recommendations, including the specific goals of the program evaluation, the data collected to measure progress, and recommendations for future years of implementation.

The overall program goal is to improve reading and math levels for Title I identified students and eligible students whose reading and math achievement levels and skills fall significantly below grade level. Improving reading levels for Title I identified students and eligible students whose reading levels and skills fall significantly below grade level will accompany other program goals including but not limited to:

- Assessing student growth as a result of contact with the reading teachers and Literacy Support Reading program.
- Providing for improved transition activities for Title I identified and eligible students identified by the sender districts as needing support and academic remediation.
- Providing summer transition classes in reading, math, and other academic skills.
- Providing for students and parent workshops including counseling and information on school and community support mechanisms for parents.
- Assessing growth by measuring increased success factors for ninth graders including improved GPA, better attendance, and fewer discipline incidents as compared with a similar set of students from the previous year.

OPRFHS receives \$387,107 and a pie chart included how the funds are used. Slides on Title I and Title II budgets were provided.

The Support Program Overview

The programs were Reading Interventions: World Studies Immersion (WSI), Literacy Connections, Literacy Seminar 935, Math Interventions: Pre-Algebra, Extended Algebra, Algebra Block 10, Project-Based Geometry.

Person(s) responsible: Kristen McKee, Helen Gallagher, Amy Hill, Julie Frey and Matt Kirkpatrick. The number of employees (both certified and non-certified) involved in implementation: Approximately 45.

The Student enrollment demographics were provided by race and gender by math and reading interventions.

The program evaluation was conducted to determine the extent to which the District was achieving the intended outcomes through the use of the Title funds.

- Program Purpose: The Reading and Math Intervention program is designed to provide direct, explicit instruction that supports academic and skill growth so students may accelerate their learning to reach College and Career Readiness Benchmarks.
- Target Outcomes
 1. Make more than a year's growth on their academic skills
 2. Make significant gains in both skills and functioning so they demonstrate preparedness to require less intensive support and to be on pace to reach proficiency.

The following evaluations questions to achieve its goals were:

1. What was the impact on students?
2. Did it affect student performance or achievement?
 - a. Are the students growing at a pace greater than other similar students?
 - b. Are the students growing at a pace to be proficient (i.e. closing the gap between them and proficient peers)?
3. Are student outcomes changing as appropriate for the program (i.e., student attendance, enrollment trends, graduation rate, etc.)
 - a. Is there diagonal movement?
 - b. Are students succeeding in their instructional match?

Data Collection

The pace of student growth is more interesting at this time. The following data was gathered.

1. Overall student enrollment in the program.
2. A comprehensive understanding of what the program is and how it has evolved during this these two years.
3. Performance and achievement data for all students in the program.
 - STATUS: Is the student proficient? Did the student perform at the proficient level on the measurement?
 - GROWTH: Is the student growing at a pace greater than other academically similar peers?
 - GAIN: Is the student growing at a pace to be proficient by a target date (closing the gap)?

The evolution of the Reading Support Program is:

WSI: World Studies Immersion has taken the place of English T/World History B and Elements of Reading. These courses are now a three period, cohesive, aligned experience with teacher collaboration and skill immersion. This has benefitted students in several ways: reduced reading intervention periods (from two to one) so students may now engage in an elective of interest, skills are reinforced across subject areas allowing for generalization to occur, and improved teacher collaboration. Teachers have a common

planning to work on the literacy skills/cross curricular design and discuss how students are doing. When students in the program need extra support, there is fast mobilization of this support with PSS or other related personnel.

Literacy Connections: As this is the second year of reading intervention, teachers have learned the need to balance direct literacy instruction with motivation and engagement needs. Using Achieve3000 has allowed for flexible grouping and easy differentiation. Teachers have incorporated high interest elements such as the Serial Podcast, in which the capstone was an 100% student-led Socratic seminar and also Genius Hour, in which students pick a passion project, engage with adults in the building with a “Shark Tank Pitch” and then to develop their project utilizing reading, writing and research skills.

Literacy Seminar: This course has leaned into the Common Core Framework, Social - Emotional Learning guidelines and Executive Functioning research to directly support advanced literacy practices, academic habits and school connectedness. Teachers take a three pronged approach to this support: 1) Supporting the transition from middle school to high school by developing a trusting relationship to help the student navigate high school life and school resources. 2) Teach executive functioning in multiple areas such as technology (Google classroom, Skyward, school email), using your locker, organizing your materials, academic goal setting. 3) Directly instruction of strategic reading skills such as vocabulary attack skills, inferencing, text features and structures, and deliberating building schema. The mantra of Literacy Seminar is that reading is a skill that can be practiced and improved.

Pre-Algebra: Pre-Algebra offers a very intensive experience to position the students to be successful in Algebra. Pre-Algebra has become a standards-based grading course to accurately identify strengths and weaknesses, while honoring growth. Executive functioning skills are heavily integrated. There has been an instructional shift to a more group-based set up so there is constant peer collaboration and learning how to work with others. The class is much more activity based and not lecture based. Pre-Algebra has become a block period which provides more time for in depth problem solving and introduction of projects and also allowed us to partner with the Launch program to provide in-class peer mentorship and tutoring.

Extended Algebra: Extended Algebra provides an extra period with the student’s Algebra teacher for opportunities to re-teach, reassess and practice critical skills. The move to this support delivery model has allow us to give students access to College Preparatory Algebra while providing intervention and support. This model also makes it more flexible for students who demonstrate growth toward proficiency to exit but remain in their current Algebra class and inversely, for those who are struggling with Algebra, to obtain support without disrupting their core math class. The use of IXL to offer more targeted, individualized support has been added.

Algebra Block 10: Algebra Block 10 was developed a few years ago when we realized that many of the Pre-Algebra students were not yet ready for the traditional CP Algebra experience.

Algebra Block 10 teaches the CP Algebra curriculum with extra time for skill review, extra time and practice and very explicit scaffolding.

Project-Based Geometry is new: In its first year of conception, Project Based Geometry approaches math utilizing hands-on activities to teach conceptual and spatial reasoning. Interventions are used within project based lessons to remediate geometry deficits, as well as an intentional review of algebra skills. Projects have included geometry in art and comics, exploring the use of geometry in careers, basal bridge building, and geometry in my life reports. Next year we hope to expand with additional hands-on activities such as using Kiwi Co. crates, taking field trips to explore geometry in life and careers, and building a dollhouse.

STAR Assessments are research-validated assessments that inform instructional decisions, multi-tiered systems of support and general academic proficiency. STAR tests are computer adaptive and sensitive to growth.

- ❖ STAR Reading measures student progress in 36 reading skill areas in 11 domains in Foundational Reading Skills, Reading Literature, Reading Informational Text, and Language. Each STAR assessment takes around 20-25 minutes.

- ❖ STAR Math follows a core progression that measures 54 sets of skills grouped into 4 domains: Number and Operation, Algebra, Geometry and Measurement, and Data Analysis, Statistics and Probability.

- ❖ STAR Assessments have received high marks as a reliable and valid screening and progress monitoring tool according to: US Dept. of Ed.: National Center on Intensive Intervention US Dept. of Ed.: National Center on Response to Intervention National Center on Student Progress Monitoring Hanover Research Report

The Normal Curve Equivalent (NCE) allows us to measure students along a normal curve, on a line that runs from 1-100 similar to percentile ranks (mean of 50 and standard deviation of 21.06). NCEs are equal interval which means they can be averaged. This characteristic is favorable when studying school performance and measuring gains and losses in achievement.

In a normally distributed population, if all students were to make exactly one year of progress after one year of instruction, their NCE would remain the same and be calculated at zero, even though their raw score increased, demonstrating academic growth. The NCE allows us to measure the rate of growth. If a student had a net gain in their NCE score, we can assume they learned more than their academic peers. If they show a net loss, it does not mean they did not learn but they progressed more slowly than their academic peers.

End of Year Growth Expectations using NCE: GAIN:

>2 NCE

MAINTAIN: -1 to +1 NCE

DECLINE: <-2 NCE Significant GAIN: +5 NCE * (outstanding gains)

For the purpose of this report, the end of year NCE growth expectations were used but data used is Fall to Winter (half a year) growth. From the results, the trend is showing gains.

Students in Transition level English/History who were recommended to CP English and/or CP History 2018-19: 30% of students 2017-18:
44% of students 2016-17:
48% of students

Students in Pre-Algebra who were recommended to CP Algebra w/ext or w/o Ext
2018-19: 43% of students
2017-18: 44% of students

Forty percent of the students were moving upward.

In summary, the most struggling students are improving significantly.

- 6 out of 8 intervention courses show gains that represent acceleration of learning
- 4 out of 8 of the courses show gains that are potentially gap closing
- 2 out of 8 of the courses are maintaining pace or have a slight decline.
 - ❖ the programs continue to evolve based on the demonstrated needs of our students as well as better understanding of education research and learning.
 - ❖ Many students are making enough progress to reduce supports and engage in our College Preparatory curriculums.

The goals that were highlighted for the next two years were:

- 1) Backward design from the new state required Transitional Math and future Transitional English to position the students to start college at a 101 level or earn college credit while in high school.
- 2) Continue to fine tune and enhance curriculum in ways that engage and motivate students as well as honor their lived experiences.
- 3) Continue to improve methods of identifying students who are ready to reduce supports/increase independence and also know who continues to benefit from current level of support.
- 4) Understand Career Pathways and Industry Credentials to explore more opportunities for students who remain well below College & Career Readiness benchmark expectations despite intensive intervention.
- 5) Train all relevant stakeholders to implement Restorative Practices in all courses, specifically Community Building Circles.
- 6) Obtain professional development and training in Trauma-Informed instruction and Social-Emotional Learning to better meet the needs of some of the students.

Discussion ensued. Is there a quantitation of the resources for the program itself? What is the total investment in the program? The administration stated that this data could be pulled together. Both the reading and math programs are supported by the grants and OPRFHS supports the teaching staff.

The overlap of students in the programs does have much overlap, especially in Tier 3.

For those students who declined in growth, the District is watching to see what happens. The team meet multiple times per year and this system is growing. Many students have IEPs and lots of students have attendance issues. What skills are needed to grow are not yet known. The administration tries to understand their ongoing individual levels. In future years, the administration plans to bring the report in the fall rather than in the

spring, which will give a full year's worth of data and the dips should show gains over time.

Dr. Moore stated that the approach of students graphing their own success was powerful. This report is the way to provide the students with the most needs with support. The "pace" at which students are growing is the banner that should be waved. It took nine years for the students to enter the high school and their needs are challenging and that makes the situation more urgent. If urgency is the mindset, the District is on the right track. She appreciated all of the data, because the District can't fix what it does not know. With the idea of SEL, she asked if there were a way to introduce this prior to entering the high school.

Mr. Arkin thanked the faculty and staff. He was aware of the criticism about the reading program and online courses, but noted they had nothing to do with the program. This program is about the dedicated faculty who can utilize that program, develop the relationships, and move the students. He asked that his thanks be expressed to the faculty. He has seen the growth.

When asked how this measure could be used with other programs, the administration stated that NCI is not used in other areas. A data framework is being developed. The data presented now is because it is the STAR system. A precise measure is needed to do something like this.

Summer Hours Pilot

For the last five years, District 200 has maintained "summer hours" for the building. The building closed at 12:30 on Friday during summer break. Staff was still expected to work 40 hours a week and it was the responsibility of management to determine how service coverage was maintained during this time. Certain departments were not able to take advantage of the half-day Fridays due to the nature of their work and this would continue to be the same going forward this policy (e.g. Buildings and Grounds).

The administration would like to extend the concept of summer hours by implementing a pilot this summer to close the building on Fridays between June 3 and July 26, 2019. Because schedules have already been published, the exceptions to this closing would be:

Driver's Education Sports Camps Summer Musical.

Also, as noted previously, depending on the nature of the service being provided some departments will not be able to participate in this four-day work week. Full-time 12-month employees would have to work four 10-hour days to maintain the 40 hours/week full time status. This will also allow us to be open extended hours for the public Monday through Thursday. The estimated the energy cost-savings of this pilot would be \$12,000-\$17,000 for the summer. There will be a designated administrator on duty each Friday. No further discussion ensued.

Approval of Racial Equity Policy for Second Reading and Action

Dr. Moore moved to approve the Racial Equity Policy for Second Reading and Action; seconded by Ms. Cassell.

Mr. Cofsky thanked Ms. Cassell, the Board members, and the community members for the opportunity to vote on this. The policy is a start, the right administrative procedures are a critical part. Nothing is perfect, but he felt the policy captured the needs at this point.

Mr. Arkin read the following statement: “This is a truly historic moment for our district. I want to especially thank Jennifer Cassell for her leadership and of both the Culture, Climate and Behavior and Racial Equity Policy Committee. Without Jennifer’s stewardship we would not be here discussing this REP or would we have passed many of our equity initiatives including our gender equity policy and procedures. I would also like to thank all of the REP Committee members for their hard work and input.

“I know this has been a tumultuous process and it is understandable that there is angst among community members. This district for decades has given lip service to issues of racial equity and disparities in achievement and discipline based on race. Over the years there have been countless initiatives that have been started and fallen by the wayside with a lack of evaluation and accountability. I understand and empathize with the distrust felt by members of the community towards the district when it comes to this essential work. However, I believe this policy is a roadmap to racial equity.

“I believe this because, this policy addresses specifically the elimination of systemic barriers faced by our marginalized students that keeps them from realizing their full potential as students.

“Like any policy the core to success will be a result of the dogged determination of our community. This policy places the shared responsibility to eliminate inequities squarely on all adults in the district community who “should have the moral imperative, collective ownership and will to act to eliminate racial bias and disparities”.

“This policy calls upon our superintendent who was hired by this board to do this work to create processes and procedures to implement this policy.

“This policy identifies 12 specific key action items that must be implemented, accounted for and monitored.

“Dr. Pruitt-Adams began this work when she accepted the superintendency as a permanent position. She revised the strategic plan to embed racial equity as its fundamental premise. She turned over her administration and put a team in place who are dedicated to and driven by racial equity work. She has presented a restructure of the district administration that aligns with the equity laden strategic plan. She created a Director position to oversee all things `equity`. We as a community have to provide her and the district support as this moves forward, stakeholder input and accountability are critical functions but we as the community need to let Dr. Pruitt-Adams and her team do the work they have been charged with, and then report to and respond to us.

“To address a couple misconceptions that I have heard about the subject of equity;

“1. It is not a zero sum enterprise, to implement this racial equity policy will not redirect resources from non-marginalized students. Any needed additional resources should come from cost containment or as an investment from the community.

“2. We have invested over the 4 years of my tenure on this board substantial resources to further this work, PSS teams, motivational mentorship, Huskies Scholar Academy, leadership & launch, 1:1 computers, restorative justice training

“3. Expectations; this work will result in student outcomes no longer being predictable by race. Not all students will achieve at the same level but should achieve at the highest of which they are capable. As Chala Holland said in ATM it is not about blame it is about ownership. We need to realize high standards for all students in terms social, emotional and academic growth.

“This is framework for creating a healthy academic system where all of students can thrive and excel, where our stakeholder can engage trustfully in an institution that is the core of our community.”

Mr. Iseli appreciated everyone's work. The District needs to keep this work at its forefront. He thanked Ms. Cassell for working hard and driving this success and Dr. Pruitt-Adams who he trusted to continue this pathway.

Ms. Dixon Spivy, while frustrated that it took four years to get to this point, had wondered if it would ever be completed. She thanked Ms. Cassell, the Committee, the administration and the Board of Education for getting to this point.

Mr. Baron appreciated all of the years of work that went into this policy. The Board is taking significant action and it is important to know what is happening in the institution. “Equity in Action” was a platform on which he ran two years ago. High standards are important for all students. He thanked everyone involved.

Ms. Cassell stated that the thanks should be going to the community members, the students, and the faculty and staff that served on the Committee. This was a team effort. Certain people drafted the policy, but lots of research and tough conversations occurred by all. The Committee worked well together. She agreed that this is just the first step. The rubber will meet the road in the procedures and she had confidence that Dr. Pruitt Adams would create procedures that will make it possible to drive the work. The distinction between policy and procedures caused friction within the committee because of the distrust that things would not get done. She did not believe that having procedures in the policy was best practices. The next Board of Education will have the job of implementing the procedures.

She continued that it had been interesting to see how this rolled out. Race and whiteness and power dynamics play out in the room, in the committee, and at the meetings. She appreciated the remarks about the black women in the community doing this work. She hoped that moving forward some of the allies will start to become aware of what they are bringing to the space. She asked for respect and deference to Dr. Pruitt-Adams. Allies are needed, but it is the professional expertise of the women of color who are leading this work. This policy is long overdue and she looks forward to watching from the sidelines.

Dr. Moore was most proud of implementing a policy that is board-level work and having the input through the vision of Dr. Pruitt-Adams to involve community stakeholders, students and staff, and the Board of Education in a process that is most powerful and will be the cornerstone in how this can be systemic in the future. She appreciated the comments. Sometimes she feels that people forget as she sits at this table that she is also a person in the community, a mother who raised four black children (2 boys and 2 girls), and has lived experienced that have to do with academics and discipline. She has lived experiences to bring to this role. It requires the right people at the table and there has

been a shared passion for completing this work. She recognized Wendy Daniels, Natalie Thompson, and Linda Francis who were so respectful of the committee guidance. They had brought their own expertise to this work and at times just seeing their faces was sometimes more important than data. They helped maintain and do course directions. She thanked Burcy for pushing and wished Wyanetta Johnson could have been at the meeting. Ms. Cassell Jennifer was the glue in this process and she appreciated her. She trusted her judgment and she let her know when she needed to be in the room. When looking for a superintendent, someone was needed who had courage and was ready to face the challenges of a community like this. She thanked Dr. Pruitt-Adams for never backing down and keeping the issues at the forefront. This is a moment to celebrate and this is about accountability. The Board of Education will continue to be aspirational and intentional to get students ready to be citizens of this world.

Dr. Pruitt-Adams thanked the Board of Education for having the “chops” to make this happen. In her initial interview the Board of Education said she had to be ready to fight for the rights of the children. She said this policy is for those people in the community who have been here for a long time fighting for their voice, for the rights of students who have been long gone from the institution without getting what they deserved, for those who felt they were not deserving, and for those who are craving for those to come. A brick has been taken out of the wall that has been there for so long. The energy, the time, compassion, the fights and the tug of war were immense to get this done. She did not know when Ms. Cassell slept. She thanked Dr. Moore for pushing and Mr. Duffy for constantly throwing down the gauntlet. She also thanked those who said “enough is enough.” She thanked the team who worked tirelessly to make these things happen and to the teachers as well. Once the Board of Education approves the policy, the work begins.

A roll call vote resulted in all ayes. Motion carried.

Approval of Textbooks

Dr. Moore moved to approve the adoption of the texts for the 2019-20 school year, as presented; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

Student Discipline

Dr. Moore moved to expunge the disciplinary record of student SUS 04-25-2019; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

Consent Agenda

Consent Items F. FGM Contract/Project Agreement, H. Clarify Cash vs. Accrual Accounting; and I. Approval of the Retirement Agreement with a Non-affiliated Employee, were removed from the consent agenda.

Dr. Moore moved to approve the following consent items; seconded by Ms. Dixon Spivy.

- Check Disbursements and Financial Resolutions dated April 25, 2019
- Monthly Treasurer’s Report
- Monthly Financials
- Personnel Recommendations, Retirements and Resignations
- Food Service Intergovernmental Agreement with D97 for 2019-2020
- Presentation of Beverage Contract
- Northern Illinois Independent Purchasing Cooperative (NIIPC) Selected Commercial Foods, Vending Machine Supplies and Milk/Dairy Products

- Audit Engagement Letter
- Pathways to Education Partnership with Concordia University
- Policies for First Read
 - Policy 2:40, Board Member Qualifications
 - Policy 2:50, Board Member Term of Office
 - Policy 2:60, Board Member Removal from Office
 - Policy 6:55, Student Social and Emotional Development
 - Policy 6:230, Library Media Program
 - Policy 7:185, Teen and Student Dating Violence Prohibited
 - Exhibit 280-E, IASB's Code of Conduct for Members of School Board
 - Policy 2:20, Powers and Duties of the Board of Education; Indemnification
 - Policy 2:260, Uniform Grievance Procedure
 - Policy 4:100, Insurance Management
 - Policy 4:110, Transportation
 - Policy 4:150, Facility Management and Building Programs
 - Policy 4:160, Environmental Quality of Buildings and Grounds
 - Policy 4:30, Revenue and Investments
 - Policy 6:15, School Accountability
 - Policy 7:50, School Admissions and Student Transfers To and From Non-District Schools
 - Policy 7:70, Attendance and Truancy
 - Policy 7:250 Student Support Services
 - Policy 7:290, Suicide and Depression Awareness and Prevention
 - Policy 7:305, Student Athlete Concussions and Head Injuries
 - Open and Closed Minutes of Revision to March 21, and April 16, 2019 and a declaration that the closed session audio tapes of July 2017 shall be destroyed

A roll call vote resulted in all ayes. Motion carried.

**FMG Contract
Amendment**

Dr. Moore moved to approve the FMG Amendments/Project Authorizations as presented; seconded by Mr. Baron.

After additional negotiations and legal review, the administration presented two Amendments/Project Authorizations to the Master Agreement. Through negotiations a project approach was developed which bundled the yearly capital improvements, life/safety work and Project 1 work (excluding 2020 summer capital improvement - due to time constraints). In addition, this approach will:

1. Improve the overall design and implementation process and allow us to produce an integrated design and should minimize changes due to conflicting project deliverables.
2. Reduce design and construction fees by packaging the work together.
3. Reduce construction costs.

The Architect/Engineer fee was negotiated from 8.125% to 8% on the 2020 capital improvements project. The fee for the life/safety work was 8.125% and the fee for Project 1 was 7.00%. However, by combining the yearly capital improvements, life safety work and Project 1 we were able to reduce the Architect/Engineer fee to 6.4%. Through this strategy we were able to reduce the design fees by

approximately \$560,000. In addition, we feel that this approach will also provide savings on construction costs in the range of \$790,000-\$890,000 (approximation based upon a 1% savings estimate in construction costs, possible reduction of schedule, and through fee/costs negotiations with a construction manager).

Mr. Arkin observed from the documents that construction on the IMAGINE's Project 1 would not begin until May or June of 2021 and continue through 2024. His understanding was that there would be an RFP for architectural services and that Project 1 design services would begin, a contract signed, and groundbreaking would start in June 2020. To push the project out one year creates a problem for not only the remainder of the projects but the costing out of the projects and the inflation costs would have to be increased. He asked if they could break ground in May/June 2020.

Mr. Carioscio stated that there were no short answers. This is the beginning of the project and part of what is presented before was an estimate put together by FGM on the Project 1 work. Now the administration is recommending bundling life safety and summer maintenance projects. The scope and timeline of Project 1 needs to be confirmed and design a strategy to maintain all of this. The bundling will capture savings, but it will expand the timeline. A conservative estimate was put together by FGM. Another key part was to put together an RFP for a construction manager. The work done by IMAGINE is being used. The team must be created to validate the design elements, the costs and ground will be broken as soon as possible. Mr. Czerniak of FGM promised to work aggressively as possible to move the design forward carefully, and give the Board of Education the opportunity to approve the design elements. Mr. Carioscio added that when these things are in place, the Board of Education will know the differences in the assumptions that were made.

Mr. Arkin reiterated his disappointment. He was very disturbed by this realization and he hoped that the work would begin next spring.

Mr. Carioscio stated that they started with the IMAGINE timeline and then added \$21 million of additional scope for life safety, etc. To move the timeline to May/June 2020, might limit the proposed scope of this proposal.

Mr. Iseli restated that the Board of Education's view was that Project 1 was to start as planned June 1, and he hoped that plan would continue. While understanding the bundling, he wanted to make sure money would be saved because by delaying the start by a year, the savings could be lost. Mr. Baron echoed Mr. Arkin and Mr. Iseli's comments.

Mr. Carioscio asked that the administration be allowed to do the work.

A roll call vote resulted in six ayes and one nay. Mr. Arkin voted nay. Motion carried.

**Cash Vs.
Accrual**

Dr. Moore moved to approve the District's internal accounting records, which Includes the annual budget, to be on a cash basis and the District's external financial reporting to remain on a modified accrual basis as presented; seconded by Mr. Cofsky.

Ms. Sidor reported that the Community Finance Advisory Committee voted unanimously to stay on the cash basis for the budget and the accrual basis for the Audit in order to get the highest bond rating possible. If the District were to go out for \$42 million in bonds, financing over 20 years, with a lower bond rating, that could cost the District \$670,000.

A roll call vote resulted in all ayes. Motion carried.

Retirement Agreement

No action was taken on this item.

PMA Cash Flow and Investment

This item was for information only as it was presented at the Committee of the Whole meeting on Tuesday, April 16, 2019.

Third Quarter Variance Report

This item was for information only as it was presented at the Committee of the Whole meeting on Tuesday, April 16, 2019.

Code of Conduct

Each year, the Parent Teacher Advisory Committee (PTAC) recommends changes to the Code of Conduct to the Board of Education. The Culture, Climate, and Behavior Committee (CCB) serves the purposes of PTAC and has made recommendations to the Board of Education over the past few years. For the 2018-19 School Year, the CCB committee recommended the implementation of school-wide restorative practices. This year, the administration partnered with UMOJA to begin the transition towards Restorative Justice Implementation. A group of 25 staff members participated in UMOJA’s Foundations of Restorative Justice course and have spent the year learning restorative justice practices. A subset of this group has been meeting to plan for Restorative Justice Professional Development for the entire staff for the 19-20 school year. We also envision this restorative justice implementation team collaborating with the administration next year to revise our current Code of Conduct. As a result, the Culture, Climate, and Behavior Committee is recommending NO changes to the current Student Code of Conduct for the 19-20 school year. The 19-20 Student Code of Conduct will be presented to the Board of Education formally for approval in June with our OPRFHS Student Handbook.

Student Handbook Timeline

Annually, the administration recommends changes to the student handbook; more specifically, the code of conduct in June. Recently, there has been an inquiry regarding our overall timeline for processing the student handbook.

The timeline is as follows:

Revisions and updates from various departments	Monday, April 29, 2019
Internal committee review and edits	Monday, May 6, 2019
BOE approval of changes and modifications to Code of Conduct	Thursday, May 23, 2019
Cover and back art pages to printer	Monday, June 3, 2019
First draft to printer	Friday, June 14, 2019
Draft copy from printer	Monday, June 17, 2019
Final corrections to printer	Tuesday, June 18, 2019
Handbooks delivered	Thursday, August 8, 2019
Distribution of Handbooks	Mon.-Thurs., August 12 – 15, 2019

Future Agenda Items Upgrade in technology for remote participation in Board meetings, i.e. headsets. Communication as to the CFAC community members roster and agendas.

District, Community, and State Reports Reports were presented in the agenda.

Closed Session At the 10:10 p.m., recessed to the Board Room and at 11:20 resumed open session

Adjournment At 11:21 p.m. on April 25, 2019, Dr. Moore 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