

August 22, 2019

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, August 22, 2019 in the Board Room of the OPRFHS.

**Call to Order**

President Moore called the meeting to order at 6:39 p.m. In the Board Room. A roll call indicated the following Board of Education members were present: Matt Baron, Thomas F. Cofsky, Gina G. Harris, Craig Iseli, Ralph Martire, and Dr. Jackie Moore and Sara Dixon Spivy. Also present were Dr. Joylynn Pruitt-Adams, Superintendent; Greg Johnson, Associate Superintendent; Roxana Sanders, Assistant Superintendent, and Gail Kalmerton, Executive Assistant Clerk of the Board.

Dr. Moore reported that these meetings will start with a restorative piece to model what is happening in the building. Often a check-in is the weather. Each member responded.

**Closed Session**

At 7:42 p.m. on Thursday, August 22, 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 and independent contractors and specific volunteers, 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); amended by P.A. 101-0459; Student disciplinary cases 5 ILCS 120/2(c)(10); seconded by Ms. Harris. A roll call vote resulted in all ayes. Motion carried.

At 7:39 p.m., the Board of Education resumed the open session.

Joining the meeting were Carolyn Gust, Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; Christopher Thieme, Director of Technology; Michael Carioscio, Chief Operations Officer.

**Visitors**

Lynda Parker and Rebecca Giesenschlag, OPRFHS faculty and staff; Silva Brito-Tood, Kim Hoty, Greg Kolar, and Sharada Sullivan, Lynn Kamenitsa, Fred Arkin, Stephen Shuler, and John Phelan, community members.

**FOIA Requests**

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

**Superintendent's Announcement**

Dr. Pruitt-Adams made the following announcements:  
In order to foster transparency with the community, the District is now filming every Committee of the Whole and Regular Board meeting. The video will be posted on the website within 48 hours of the meeting. Visitors will find the video links posted on the Board page called Agendas, Minutes, and Packets.

On Thursday, August 22, 569 members of faculty, staff, and administration were welcomed to the 2019-2020 school year. Thursday and Friday featured professional development sessions for the areas of focus this year, beginning with an overview on the status of the strategic plan.

Presentations from UMOJA consultant Stephanie Baeza and Director of Student Services Lynda Parker kicked off the District’s commitment to creating a Culture of Warmth at OPRF. Ms. Baeza gave an overview of this year’s work on restorative justice, which is a mindset that values relationships at the center of community life.

- Last year’s practice group of 25 faculty, staff, and administrators has been invited to advance their development so they can coach the staff.
- The English division is working with UMOJA to develop course work on restorative practices.
- The leaders of our Teacher Collaboration Teams are receiving intensive training creating restorative circle discussions.
- Deans are partnering with UMOJA to take a deep dive into the Code of Conduct.

Next, Lynda Parker, Director of Student Services, asked all staff to do three things to help build a Culture of Warmth:

1. Greet and engage with students at our building and classroom doors.
2. Greet and engage with colleagues in the hallways.
3. Practice random acts of kindness for one another.

In addition to another part of the focus on building community and social-emotional wellness, faculty and counselors gave a brief presentation on the new Advisory period. For 15 minutes between second and third periods, students will be in A-period with the same teacher for all their years at OPRF. Students in each class are in the same grade and have the same counselor, in order to foster long-term connections and to help counselors share important information.

**Public Comments**

A 2020-21 Incoming freshman, A. Hermann, thanked the Board of Education for removing the signs that say “special needs entrance” to the stadium, as all have the right to enter at any entrance. She formally requested accessible, usable bathrooms on the second and third floors of OPRFHS.

**Capital Campaign Update**

Ms. Kamenitsa introduced Fred Arkin and Steve Schuler and they spoke about the initiative raise funds for the Long-Term Master Facilities Plan. When the board **voted** to move forward with project 1, a commitment was made by Dr. Pruitt-Adams to return to the Board of Education no later than May 2020 with a funding plan for Component D (or Project 2) in which at least 50% of estimated project cost of \$65,367,600 would be covered by private donations of at least \$10 million, annual levy increases equal to CPI (Consumer Price Index), and \$20 million from capital funds.

In order to for Dr. Pruitt-Adams to return to the BOE in May of 2020 with a plan to finance Project 2, a group of community members has been working on creating a mechanism to raise the needed funding through sources outside of District funding. The group has created a separate organization, Oak Park and River Forest High School Imagine Foundation, LLC (aka OPRF Imagine Foundation). It will work to govern the conversation between the money being raised and what it is spent on with the help of the consultant. Some funds will be restricted and others will be pledged. It was explained that this group is not raising funds to fix the roof. OPRF Imagine Foundation believes it can work with the administration on how to create the triggers on the IMAGINE projects. The administration will have representation on the capital funds board.

**Community Finance**

Ms. Sidor introduced the Community Finance Advisory Committee members to the

**Advisory Committee** Board of Education: Silva Brito-Tood, Kim Hoty, Greg Kolar, Steve Miller, and Sharada Sullivan. The introductions included their background and relationship to the high school.

This group has met every month since January 2019. The agendas included 1) financial education, 2) budget, 3) forecasting, a professional presentation by Dr. Robert Grossii, 4) bonds and debt certifications presented by Elizabeth Hennings of Raymond James, a presentation by PMA Financial advisors, 3) methods of accounting (cash basis versus accrual); investment potential and looking at higher yield investments, etc. The group recommended using cash basis accounting for internal but modified accrual for external purposes. Using a cash basis could cause the district to paying a higher finance charge.

The Board of Education representative, Mr. Iseli, noted that he started working with District 97 on its financial processes and he learned about both school districts. He very much appreciated the skills and talents that this group provided from an outside perspective to help the school. He thanked and welcomed them.

Responding to a question as to what amount of money is kept in local banks, the administration said that the student activity account is held in local banks. The District goes through PMA for all of its investing. The amount of money that OPRFHS has makes it difficult to keep that money local.

Mr. Cofsky felt fortunate to have the level of talent in the community and he was impressed at their level of contribution of adding value to the District.

Ms. Harris appreciated their time and commitment.

The August 28 discussion at this meeting will be the budget and the levy. The Board of Education can expect quarterly reports.

**Strategic Plan Update** Dr. Pruitt-Adams provided an update on the Strategic Plan. This year key changes were made to support the strategic plan by reorganizing the structure of the administrative team. It included assigning each of the strategic plan goals to specific administrators. Oversight of the goals was previously more diffuse, with various implementation committees working on different pieces of the plan. As such, this change is intended to move the school toward being a single, more integrated team focused on serving students.

Also the six broad goal areas were condensed into four: Racial Equity, Transformative Education, Transformative Leadership, and Operations, Facilities, and Finances. The associate superintendent is now charged with oversight of Transformative Education, which encompasses work in what previously were the three separate areas of Holistic Community Education, Supportive Learning Environment, and Transformational Teaching and Learning.

The mantra is equity through excellence through a warm culture for all. Dr. Pruitt Adams reviewed the Strategic Plan's 2019-2020 focus included in the packet.

Priority 1: Racial Equity. Eliminate race, socioeconomic status, and other social factors as predictors of students' academic achievement and social emotional growth.

- By August 2019, develop framework and timeline for racial equity policy procedures to be developed.
- By December 2019, develop and publish procedures for implementing Board Policy 7:12 Racial Equity, including metrics.
- By February 2020, prioritize the order of policy sections and resources to consider.
- By May 2021, complete assessment of school culture and learning environment.

Priority 2: Transformative Education. Take a holistic, supportive, and transformative approach to providing engaging, equitable learning experiences. Transformative education.

- By May 2020, implement a comprehensive, data-based system to monitor and support each student academically, social-emotionally, and behaviorally.
- By May 2022, create individualized post-high school plans for 100% of students.
- By June 2020, decrease by 10% the disparities between overall school demographics and (1) students receiving at least one discipline referral and (2) students receiving more than five tardies.
- By June 2020, increase the percentage of students who feel that they are welcome and belong at school to 60% across all demographic groups.
- By May 2021, increase overall participation in extracurricular activities to at least 80% while ensuring representation of the overall demographics of the student body.
- By June 2022, decrease by half the opportunity gap for our Black/African American and Hispanic students, as measured by the percentage of students who earn honors credit during freshman year.
- By June 2024, decrease by half the opportunity gap for our Black/African American and Hispanic students, as measured by the percentage of students who earn honors credit throughout high school.

Priority 3: Transformative Leadership. Hold leaders to high expectations in responsibilities, policies, practices, and professional development, and create opportunities that support effective teaching, learning, and leadership.

- By June 2020, improve quality and accountability of employee evaluations by implementing an electronic evaluation system.
- By July 2024, increase representation of minority teachers to 35% of the overall faculty.
- By July 2024, increase representation of minority employees to 50% of all employees.

Priority 4: Operations, Facilities, and Finances Make fiscally responsible, student-centered decisions that allocate resources to ensure excellence and equity for all. Another update will be given in October. The District is changing its terms from saying “balanced budget” to “sustainable budget.”

By December 2019, present an update to the five-year financial projection, with annual updates to be given each December of subsequent years.

- By June 2020, complete design for Imagine OPRF Facilities Project 1.
- By May 2020, present to the Board of Education a preliminary balanced budget for fiscal year 2021.

The 2019-2020 focus on the Culture, climate and Behavior Committee (CCB) is:

- Welcoming environment
- School-wide restorative practices
- Recruit and retain diverse staff
- Increase access to community and exposure to OPRF programming
- Promote extracurricular participation
- Promote welcoming environment
- Research causes of tardiness

Mr. Martire noted that it needs to be made clear to the community that each pedagogical choice is based on research and evidence. Mr. Cofsky applauded and appreciated the focus of measured and targeted goals.

The administration was diligently working to make students feel welcome. These are clear objectives. While the Strategic Plan Accountability Oversight Committee had met for three years, participation decreased versus increased. The CCB was evolving and was reporting on the same efforts. The recommendation was made that CCB be made part of the Accountability Committee. The Accountability Committee members had been thanked for their service and some were invited to join CCB. Mr. Iseli appreciated the tangibility of the goals and asked the plans for creating a scorecard. The administration responded that the District now has benchmark data and the dashboard will be presented at the next Strategic Plan update.

Dr. Moore urged that Transformational Teaching and learning could be the model for aspects of the plan. She cautioned against reporting without demographic data. She did not understand what “increasing the percentage of 60% across all demographic groups who felt welcome and belong to the school” meant, as it was disingenuous to communicate the data because the students are not known.

**Ninth-Grade Curriculum Evaluation Report**

Mr. Johnson reported that the administration presented the Board of Education last fall a curriculum evaluation and design process; the first step was to focus on the evaluation of the ninth-grade curriculum. The ninth-grade curriculum evaluation process consisted of each division engaging in two full days of evaluation work, the culmination of which was a full report from each division that included data analysis (quantitative and progression data), grade distributions, SAT Achievement, course trends, conclusions, and understanding student and recommendations for improvements. Teacher Team conclusions, each division met two days in spring, data analysis day and next completing the analysis as move forward.

Mr. Johnson reviewed Goal 4 - Transformational Teaching and Learning strategies:

- Strategy 1. By May 2018, via Teacher Collaboration Teams (TCTs), establish power standards and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations.
- Strategy 2. By the conclusion of the 2018-2019 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.
- Strategy 3. By June 2019, increase by 25 percent the number of students of color and/or Low socioeconomic status who have earned credit in at least one honors or Advanced Placement course by the end of their junior year.

What has been accomplished the following:

- Developed Priority Standards
- Designed and Implemented Common Assessments
- Measured out our Progress Toward “80% Mastery”
- Surveyed Students and Teachers, and Analyzed Data to Identify Students with “AP Potential”
- Utilized our Analysis to Encourage Students to Take AP/Honors Courses
- Implemented AP Bridge and Bump-Up Programs
- Opened Up 9th Grade Course Selection Process

The problem statements from the TTL Team were:

- Freshman preparation for academic success is currently perpetuating and exacerbating racial disparities.
- There is a lack of access/equality for freshman students within all curriculums in the building.
- White students’ achievement improves more rapidly than the achievement of students of color.
- Our current system places students into tracks that are segregated by race and then highly correlated with long-term academic and economic disparities.

The Causes for the problem statements were:

1. Institutional Structures/School Procedures
2. Ideological/Institutional Assumptions
3. Community, Social and Political Dynamics
4. Curriculum
5. Professional Development
6. Student Academic Skills

Note: a difference in literature between transformation work (systems thinking) versus transformative work comes from transformative learning and what adults need to challenge mind steps.

The Guiding principles used were:

Curriculum needs consistency between sections re: standards, sequencing, and common assessments.

- Courses should allow for multiple pathways, allowing teachers to be responsive to students’ learning needs.
- Sorting students by “skill level” is inherently linked to racial inequities in both opportunity and outcomes, and should be reduced and/or removed wherever possible.
- A growth mindset for both adults and students is a must, challenging the assumptions about who is capable of doing high-level coursework.
- Curriculum materials and approaches should be culturally responsive as the District works to deliberately disrupt patterns of “doing school” that disadvantage students of color.
- The District should attend to teacher learning at the beginning and throughout the Process.
- This change process needs persistence and grit that rewards teacher and team risk-taking.
- Intentional time needs to be carved out to support this work.

The first step was to examine current practices, followed by reflection on the District's approach to Education, then engaging stakeholders and determining a course of action.

A chart was displayed that disaggregated the overall AP/Honors enrollment. And, another chart showed just ninth grade honors enrollment.

The results of the SAT Suite of Assessments showed that the overall student population consistently hits expected growth in both Evidence-Based Reading and Writing (EBRW) and Math. OPRFHS is a high achieving school district. The pace of growth for the white students is consistently higher than that of the students of color.

A summary of the Student Focus Groups was presented.

- On Relevancy
  - Wanted and appreciated relevant discussions where they occurred
  - Clearer communication of objectives and goals for some courses
  - Appreciated texts and examples that were linked to their world or in which they “saw themselves”; had a hard time with curriculum that was not
  - Appreciated choice in the curriculum where it existed
- On Feeling Prepared
  - PSAT reading was much harder than that in classes; wanted greater text complexity
  - More opportunities for support could have helped
- On Transitions
  - In writing and math: a big jump from 8th grade
  - Sometimes had a hard time seeing connections between courses from year to year
- On Instruction and Feedback
  - Appreciated thorough comments and feedback on work completed, would like more
  - Appreciated clarity on how to do well in classes
  - A lot of variety expressed regarding grading practices
- On Feeling Connected
  - Most students reported feeling connected to peers and would have liked more group work

#### Analysis and Conclusions

- The efforts to identify priority standards and use common assessments have increased consistency.
- There is significant variance in what is taught between sections of the same course. Enrollment patterns in CP and Honors are consistently racialized.
- There is a consistent and significant gender and racial grade gap.
- Rates of A's in Honors courses has increased over time.
- In CP courses, grade rates resemble the Bell curve.
- Across divisions, between 10%-20% of students in CP move to Honors each year.

While about 50% of our students are in Honors courses, between 70%-80% of our students are meeting or exceeding benchmarks.

- Students in CP courses are less likely to report that they feel challenged than their peers in Honors courses.
- White female student will get more A's consistently.

#### Team conclusions

- The Freshman experience is not equitable because students have different experiences across sections and levels.
- Despite having a relatively equitable experience between sections, outcomes are more inequitable than the experiences would suggest.
- Tracking, availability of interventions, curricular inconsistency between sections, and inconsistent grading practices all contribute to the inequitable outcomes our students experience.
- Differences in student learning experiences are racialized and gendered, producing different outcomes / different quality of experiences across and within levels. 33

#### Summary of Recommendations:

- To Increase Relevancy
- Consistently articulate the “why” of the curriculum
- Link skills-based curricula with more diverse cultural content
- Infuse cultural experiences throughout units
- Allow for greater student choice and voice in curricular materials and instructional approach

#### To Improve Quality of Assessments

- Develop and utilize common rubrics
- Research alternative grading practices
- Review assumptions about use of homework
- Implement 9-12 writing portfolios

#### Equity Excellence Access

1. Transition to one, high-level, rigorous 9th grade curriculum in English, History, Science, and World Languages
2. Reduce the number of entry points in Math, now there are 10.
3. Implement earned-honors model. It will take two years to do this work because it needs to be explored in each division. The same system now could be used. However, models in science use earned honors to provide wider access to honors. Students in that model sequence for two years may decide to take AP Biology. The administration does not feel that just receiving data from feeder schools is enough to make an assessment as to the student's capabilities to learn.

When asked what research was looked at to determine if these would work, Mr. Johnson said that the divisions brought their own experiences and the administration relied on the research to kick-start the process earlier, being specific about race with SEL and how that would affect students. Providing access to rigorous honors experience has been researched, and it can be done without watering down the curriculum.

Mr. Johnson stated that conversations have been occurring about math with District 97 in terms of what has existed and conversations will expand to other subject areas as well. Discussion about the extra work for division heads in sustaining four years is occurring.



Dr. Pruitt-Adams noted that what is happening now in bigger in scope than will be in subsequent years. It would be acceptable if this takes longer to put in place to make sure it is done correctly. Mr. Martire stated that the challenge with state standards in math for middle school students is that the students need more instructional time, particularly the advanced classes. The lack of it shows up at the high school level. Working with Districts 90 and 97 would be helpful for the student population.

Mr. Martire appreciated this work. Equity initiatives help to build an excellent education experience for all students. No student loses access to rigorous courses. This is about building excellence. Mr. Johnson stated that as experiences move forward, they will provide a path for differentiation to meet the needs of different students. Professional development has to be thoughtfully designed. Mr. Martire stated that UDL is not only about best practices, but universities are using elements of it. He applauded the focus on professional development and stated that it cannot be understated, as it will bring to success in this program and intent.

Mr. Johnson stated that ninth graders have a relatively common schedule and more thought will be given to grades 10, 11, and 12 because of the capacity issues.

Dr. Pruitt-Adams stated that the District will have a page on its website to illustrate the rationale, goals, research and frequently asked questions. The District will also several community engagements at OPRFHS, District 90 and District.

Supports for students is yet to be developed. Dr. Moore noted that support for both students and teachers is very important. She also asked for a way to say “access to quality curriculum” in a way that does not sound as if some students do not have access to a quality curriculum.

Mr. Martire suggested thinking of a way to have a cohort bias throughout their career at the high school.

Mr. Baron observed that this would be a big challenge for experienced teachers to differentiate their teaching and grading. He too echoed the need for PD because the teachers will have to step up their game. Mr. Johnson stated that differentiating is already being done in various areas, so while he was unsure if it would be a big challenge, the District does need to access the high quality skills that are being exhibited day by day. In addition, while the need for a focus on differentiated instruction is something that teachers are talking about adult learning is hard for all and a level of angst is expected.

## Consent Items

Item F, Approval of Memorandum of Agreement with Faculty Senate, was removed from the consent agenda.

Dr. Moore moved to approve the following Consent Items:

- A. [Check Disbursements and Financial Resolutions dated August 22, 2019](#)
- B. [Monthly Treasurer’s Report](#)
- C. [Monthly Financials](#)
- D. [Acceptance of Gifts and Donations](#)
- E. Personnel Recommendations, including New Hires, Transfers, and Resignations
- G. [Contract with College Board School-wide PSAT Testing](#)
- H. [Contract with Securalex](#)

- I. [Intergovernmental Agreement for Purchase of Fuel](#)
- J. [Policies for Second Read](#)
  - 1. [4:190, Targeted School Violence Prevention Program](#)
  - 2. [5:30 Hiring Process and Criteria](#)
  - 3. [5:60, Expenses](#)
  - 4. [5:100 Staff Development Program](#)
  - 5. [5:200 Terms and Conditions of Employment and Dismissal](#)
  - 6. [5:220 Substitute Teachers](#)
  - 7. [5:230 Maintaining Student Discipline](#)
  - 8. [5:270, Employment At-Will, Compensation, and Assignment](#)
  - 9. [5:280 Duties and Qualifications](#)
  - 10. [6:310 High School Credit for Non-District Experiences; course substitutions, re-entering Students](#)
  - 11. [7:50 School Admissions and Student Transfers To and From Non-District Schools](#)
  - 12. [7:270 Administering Medicines to Students](#)
  - 13. [7:310 Restrictions on publications; Elementary Schools](#)
  - 14. [8:30 Visitors to and Conduct on School Property](#)
- K. [Policies for First Read](#)
  - 1. [Policy 2:110, Qualifications, Terms, and Duties of Board Officers](#)
  - 2. [Policy 2:140, Communications To and From the Board](#)
  - 3. [Policy 2:230, Public Participation at Board of Education Meetings and Petitions to the Board](#)
  - 4. [Policy 2:240, Board Policy Development](#)
  - 5. [Policy 2:260, Uniform Grievance Procedures](#)
  - 6. [Policy 3:60, Administrative Responsibility of the Principal](#)
  - 7. [Policy 4:90, Student Activity Accounts](#)
  - 8. [Policy 5:35, Compliance with the Fair Labor Standards Act](#)
  - 9. [Policy 5:40, Communicable and Chronic Infectious Disease](#)
  - 10. [Policy 5:130, Responsibilities Concerning Internal Information](#)
  - 11. [Policy 5:180, Temporary Illness or Temporary Incapacity](#)
  - 12. [Policy 5:290, Employment Terminations and Suspensions](#)
  - 13. [Policy 6:40, Curriculum Development](#)
  - 14. [Policy 6:110, Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program](#)
  - 15. [Policy 6:340, Student Testing and Assessment Program](#)
  - 16. [Policy 7:170, Vandalism](#)
- L. Open and Closed Minutes of [June 27](#), [July 11](#), and [August 13](#), 2019 and a declaration that the closed session audio tapes of January 2018 shall be destroyed

**Memorandum of Agreement with Faculty Senate**

Dr. Moore moved to approve the Memorandum of Agreement with Faculty Senate; seconded by Ms. Dixon Spivy. A roll call vote resulted in four ayes and three nays. Mr. Cofsky, Mr. Baron, and Mr. Iseli voted nay. Motion carried.

**Culture, Climate and Behavior Membership**

Dr. Moore moved to approve the membership of the 2019-2020 Culture, Climate and Behavior Committee, as presented; seconded by Mr. Martire. A voice vote resulted in all ayes. Motion carried.

**for 2019-2020**

**Contract with Marriott for Prom Venue** Dr. Moore moved to approve the contract with Marriott for the 2020 Prom Venue, as presented; seconded by Ms. Harris. A roll call vote resulted in all ayes. Motion carried.

**Master Agreement with Construction Manager** Dr. Moore moved to approve the Master Agreement with Pepper Construction Company, as presented; seconded by Ms. Harris. A roll call vote resulted in all ayes. Motion carried.

**Approval of Superintendent Goals/Contract** No action was taken.

**Student Participation Report** The Student Participation Report was presented at the August 13, 2019 Committee of the Whole meeting. This is for information only.

**2019-2020 New Hire Demographics Racial Equity Procedures Process** The 2019-2020 New Hire Demographics was presented at the August 13, 2019 Committee of the Whole meeting. This is for information only. The Racial Equity Procedures Process was presented at the August 13 Committee of the Whole meeting. This is for information only.

**Update on Long-Term Facilities Plan** The Update on the Long-Term Facilities Plan was presented at the August 13, 2019 Committee meeting. This is for information only.

**Future Agenda Items** Mr. Baron informed the Board that the IGOV's assembly is scheduled for Saturday, October 26.

Mr. Iseli wanted a discussion on procedures for reviewing policy and contracts.

**Closed Session** At 9:55 p.m. the Board resumed closed session and resumed open session at 10:43.

**Adjournment** At 10:45 p.m. on August 22, 2019, Dr. Moore moved to adjourn the regular Board of Education meeting; seconded by Mr. Martire. A voice vote resulted in motion carried.

Dr. Jackie Moore  
President

Craig Iseli  
Secretary