

Culture, Climate, and Behavior (CCB) 2018 - 2019 Recommendations

Joylynn Pruitt-Adams, Ed.D.

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Historical Perspective:

- On January 28, 2016, the Board of Education formed the Culture Climate and Behavior (CCB) committee. The committee consists of board members, administrators, faculty, staff, students, parents, and community members
- During the 2017-18 school year, CCB committee members met twice a month to study, discuss, and make recommendations to improve Oak Park and River Forest High School's culture, climate, and student behavior.
- At the May 24, 2018 regular board meeting, the Board approved the CCB's recommendations and directed the administration to create a plan for implementation of the recommendation.

Mission Statement:

- The mission of the Culture, Climate and Behavior committee is to create a welcoming environment where all students experience a sense of belonging and the expectation of excellence and where student discipline rates are not predictable by race, socioeconomic factors, or special education status. ~ *Adopted March 2017*

2018-2019 Recommendations: General Recommendation

Recommendation 1: Ensure that OPRF's culture and climate is safe and welcoming for all students and that student discipline rates are not predictable by race.

Action Step 1: Make CCB a standing board committee (comprised of staff, students, and Board of Education and community members) that convenes regularly to:

- Review and revise the student code as needed, in compliance with the statutorily-required work of PTAC;
- Study OPRF outcomes and make recommendations on interventions with the goal of eliminating race as a predictor of discipline infractions

2018-2019 Recommendations: General Recommendation

Action Step 1 con't: Make CCB a standing board committee (comprised of staff, students, and Board of Education and community members) that convenes regularly to:

- Develop and/or approve metrics relevant to programs recommended via CCB and approved by the Board; and
- Assess the efficacy of the administration and Board of Education in implementing and managing those programs; and
- Provide quarterly accountability report to the Board of Education.

Alignment: Equity, SP Goal 2, Strategy 3

Owner: J Cassell

Timing: 08/2018 - 06/2019

2018-2019 Recommendations: General Recommendation

Action Step 2: District administration will share with CCB a quarterly status report of all ongoing CCB recommendations, followed by a report of information to the Board of Education.

Alignment: Equity, SP Goal 2, Strategy 3

Owner: J Pruitt-Adams

Timing: 08/2018 - 06/2019

2018-2019 Recommendations: General Recommendation

Recommendation 2: Have a dress code that supports students' self-expression and treats all students equitably.

Action Step 1: Implement a revised dress code, provide training and education on the code to staff and students and families, and review infraction data for evidence of any impact.

Alignment: Supportive Learning Environment, SP Goal 3, Strategy 2

Owner: N Rouse

Timing: 08/2018 - 06/2019

2018-2019 Recommendations: Faculty and Staff Voice and Innovation

Recommendation 1: Implement school-wide restorative practices.

Action Step 1: Retain a restorative justice professional to complete an inventory and evaluation of restorative practices currently happening within the district and to build a working definition of restorative justice practices.

Alignment: CCB 2016-2017 Board-approved recommendation

Owner: J Pruitt-Adams & Walker-Qualls

Timing: 10/2018 - 12/2018

Action Step 2: Concurrently with Action Step 1, assemble a volunteer cohort of interested staff to work with the aforementioned restorative justice professional to develop specific restorative justice initiatives (e.g. student-teacher mediation, peace circles) for implementation during the 2018-19 school year.

Alignment: Supportive Learning Environment, SP Goal 3, Strategy 2

Owner: J Pruitt-Adams & N Rouse

Timing: 12/2018 - 06/2019

2018-2019 Recommendations: Faculty and Staff Voice and Innovation

Recommendation 2: Recruit and retain diverse staff and offer additional support to make employees feel welcome and included.

Action Step 1: Conduct an inventory of OPRF's recruitment and staff orientation policies and procedures to support staff inclusion and review best practices from MSAN, peer districts, or other sources regarding racially conscious hiring protocols, with the goal of increasing and retaining staff of color.

Alignment: 2017-2018 Board Goal 3

Owner: R Sanders & M Carioscio

Timing: 09/2018 - ongoing

Action Step 2: Request entrance and exit interviews/surveys with all OPRF staff.

Alignment: 2017-2018 Board Goal 3

Owner: R Sanders

Timing: 08/2018 - ongoing

2018-2019 Recommendations: Community Voice and Connections

Recommendation 1: Implement policies and practices to increase access for the community and to improve the community's exposure to OPRF programming.

Action Step 1: Host town hall meetings on or off campus at least two times annually to discuss matters of importance (as determined by the Superintendent or Board of Education).

Alignment: 2017-18 Board Goal 5; Holistic Community Education SP Goal 1, Strategy 2; Equity SP Goal 2

Owner: J Pruitt-Adams & K Sullivan

Timing: 09/2018 - ongoing

Action Step 2: Record meetings of importance (as determined by the Superintendent or Board of Education) and post the recordings on OPRF's website.

Alignment: Holistic Community Education SP Goal 1, Strategy 2

Owner: J Pruitt-Adams

Timing: 07/2018- ongoing

2018-2019 Recommendations: Student and Family Voice and Belonging

Recommendation 1: Promote student participation in extracurricular activities by improving visibility and increasing capacity of student activities to allow for greater participation.

Action Step 3: Create a diverse student advisory board that reports to the administration and Board of Education annually on improving student involvement.

Alignment: Supportive Learning Environment SP Goal 3, Strategy 2

Owner: J Pruitt-Adams & N Rouse

Timing: 11/2018 - ongoing

2018-2019 Recommendations: Student and Family Voice and Belonging

Action Step 4: Add television monitors to the north and south cafeterias showcasing OPRF students to make them more visible to the entire student body (e.g. show videos of choral performances, debate, plays, spoken word).

Alignment: Supportive Learning Environment SP Goal 3, Strategy 2

Owner: C. Thieme & K Sullivan & C Sidor

Timing: 07/2017 - 01/2019

2018-2019 Recommendations: Student and Family Voice and Belonging

Recommendation 2: Create a welcoming environment for all students, staff, and families.

Action Step 1: In conjunction with Imagine OPRF, redesign Welcome Center to create a more welcoming experience for students and visitors.

Alignment: Facilities and Finance SP Goal 6, Strategy 3

Owner: K Sullivan

Timing: 09/2018

Action Step 2: Have district leadership greet students during morning arrival at the three entrances.

Alignment: Supportive Learning Environment SP Goal 3, Strategy 2

Owner: Cabinet, DLT, BLT

Timing: 08/2018

2018-2019 Recommendations: Student and Family Voice and Belonging

Action Step 3: Require annual trainings on customer service for staff to ensure a safe and welcoming environment throughout the building.

Alignment: Transformational Leadership SP Goal 5, Strategy 1

Owner: R Sanders & M Carioscio

Timing: 08/2018

2018-2019 Recommendations: Student Tardiness Recommendations

Recommendation 1: Research the root causes of student tardiness.

Action Step 1: Administer an annual culture and climate survey to all students, parents, and staff no later than the fall semester of 2018, per last year's approved CCB recommendation, and incorporate questions into the survey inquiring about the reasons for student tardiness or direct questions to focus groups, or both.

Alignment: CCB 2016-2017 Board-approved recommendation, Equity SP Goal 2, Strategy 3

Owner: G Johnson & Assessment / Research

Timing: 10/2018 or 11/2018

2018-2019 Recommendations: Student Tardiness Recommendations

Recommendation 2: Address racial disparities in OPRF's student tardy data, which shows that African American students are overrepresented in the "late to class" and "five or more" tardy categories.

Action Step 1: Extend review of tardy data collected for periods 2-8, particularly for students with elevated numbers of tardies, and begin review of excused absences data to identify any racial disparities.

Alignment: Supportive Learning Environment SP Goal 3, Strategy 2.

Owner: N Rouse & Deans

Timing: 09/2018 - 06/2019

2018-2019 Recommendations: Student Tardiness Recommendations

Action Step 2: Administration and staff review of tardy data to surface potential drivers for the racial discrepancies observed for periods 2-8 (e.g., staff unconscious bias, inconsistent enforcement or understanding of the policy, navigation from class to class) and develop, and present to the Board of Education, a holistic proposal with specific strategies to ensure equitable enforcement of the current policy, or propose a better policy.

Alignment: Supportive Learning Environment SP Goal 3, Strategy 2.

Owner: N Rouse & Deans

Timing: 09/2018 - 06/2019