

OAK PARK AND RIVER FOREST HIGH SCHOOL
201 North Scoville Avenue
Oak Park, IL 60302

Policy Evaluation and Goals Committee
November 10, 2014

A Policy Evaluation and Goals Committee meeting was held on November 10, 2014. Dr. Moore called the meeting was called to order at 9:24 p.m. in the Second Floor Library. Committee members present were Dr. Jackie Moore, Thomas F. Cofsky, and Sharon Patchak-Layman. Also present were Dr. Steven T. Isoye, Superintendent; Amy Hill, Director of Assessment and Learning; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Sheila Hardin, Faculty Senate Executive Committee Chair; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors: Karin Sullivan, Director of Community Relations and Communications; Kris Ogden-Raino and Anna Schaider, community members.

Visitor Comment - None

Approval of Minutes

Ms. Patchak-Layman moved to approve the minutes of the October 14, 2014 Policy Evaluation and Goals Committee, as presented; seconded by Dr. Moore. A voice vote resulted in all ayes. Motion carried.

Policies for First Reading

Kris Ogden-Raino, River Forest resident, parent of OPRFHS graduate, and member and retired head of IMPACT, apologized to the Committee and to Ms. Hill for releasing the Illinois Youth Survey to a variety of sources before the OPRFHS Board of Education had an opportunity to review it. She had been unaware of that it had not seen it. IMPACT saw positive trends and the intent of having an article in the media was to bolster what people were doing. Unfortunately, the reporter had spoken to only two students and it was a poorly written article. She thanked the Board of Education and vowed that she would never do anything to break their trust, as her intent was to collaborate with it.

Strategic Plan

Dr. Isoye updated the Committee on the activity of the Strategic Plan's Oversight Committee. This committee is composed of the chairs of each of the implementation teams, one member of each bargaining unit, ACT and DLT members, as well as Nonaffiliated personnel. It will next meet before the December Board of Education committee meetings.

Dr. Isoye reported that the Implementation Team had been asked for ideas in three categories: 1) ideas that could be implemented immediately, 2) ideas that could be implemented second semester, and 3) ideas for the long-term. The implementation teams had received the information from the Strategic Plan Task Forces. Because the Board of Education wanted them to focus on its action steps, the teams were told whatever was brought forward should focus on the goals. Even though confusion still exists as to how the Board of Education will roll out its action steps in the future, the teams were encouraged to begin to work them through anyway. Time to meet has been difficult to schedule and while working on the action steps and not the full five years, which will begin to fashion other action steps, they have some process questions such as will they have to develop of the details of the work. If it is something simple and costs less than \$25,000, it will be brought to the Board of Education out of respect. Things that may be so simple may be rolled out. On the other hand, a bigger project may not happen for 1 or 2 years, and the question is who will do the work? Typically, the task force is the idea generator and it would bring the idea to the Board of Education in

a “messy” format. The Board of Education will approve the concept and Dr. Isoye will assign the work. By asking the co-chairs of the Implementation Team to meet together, they are better organized and working together. The teams have been asked to incorporate their ideas using the format/form requested.

PEG members suggested that the teams bring forward sample ideas so that the committee can react and provide them with feedback, as they were anxious to show its support of the work and the spirit in which this process was created.

Dr. Isoye has been respectful of the work the teams are doing. They are sorting through the information from the Task Forces and the group dynamics of establishing themselves as teams. He thanked them for doing something not tried before. He is mindful that everyone has a job to be do during the day, so this is in addition to his/her daily responsibilities. Dr. Isoye summarized what the individual teams were doing.

Finance and Facilities

The team now has 11 members who, at its first meeting, discussed the goals and the task. Discussion focused on how it may examine best practice processes in regards to finances. It is also looking at ways to begin discussions about the long-term facilities. The team is identifying potential ideas to explore and data it may need to collect.

Supportive Learning Environment

The team now has about 25 members who are examining ways to distribute the work. The team has examined the task force notes and one of the chairs is a former task force leader. The team is looking at seven specific actions for consideration and determining what ideas are right for now and in the future. It has been looking at ways to celebrate staff. In addition, one of the subgroups is working on developing the concept of SEL coaching and collaboration.

Transformational Teaching and Learning

The team has begun discussion of various programs. It has talked about using a modified version of TESA (Teacher Engagement/Student Achievement), a program used in the past. It wants to look for ways to celebrate teaching. Discussions also included how to “share the wealth,” or teachers sharing innovative practices with others. The team is also exploring ways to provide more support to teachers and meaningful interventions for students.

Holistic

The team’s goal is about fostering effective communications and relationships/trust. Discussion focused on potential in-service days and a “share-the-wealth” idea. The team also discussed TESA or ways to get a sense of what teachers are doing that have not caught on yet. It has split into groups to prioritize the work. It is focusing on the people in the school, the environment, and building relationships. It might administer a survey.

Transformational Leadership

While the membership of this team was small to start, it continues to build. The team is working on a framework to move forward and to determine the need in this area. It is looking at distributive leadership and a view of leadership that goes beyond administration, as the team discusses change in the building and how it can build leadership. It might administer a survey to teachers and students with regard to leadership.

Equity

One of the chairs was a part of the original task force team. The team is looking for ways to solicit more input in its topic area. In its meeting, it started by asking what works well in terms of equity in the school. The group has a large interest of new teachers. One particular project discussed was restorative justice.

It was the unanimous decision of PEG members to share this report with the full Board of Education and ask the implementation teams to come to a meeting and to put the report on the Strategic Plan website.

Student Discipline Retreat

Dr. Moore updated the meeting regarding the student discipline retreat scheduled for December 6, 2014, acknowledging that there had been a lag in activities, partly due to the co-facilitators' work schedule and other work-related issues. Scheduling will occur with stakeholders this week and next week for video counseling and group activities. Thus, the retreat will be informed by those discussions, allowing the groups to be represented, to have a sense of topics, and to be able to prepare for the retreat. Dr. Moore will receive the themes for the interview and will ask Ms. Kalmerton to share that information with the committee and bring forward questions or ideas about framework or what would be desired prior to the retreat.

A law student will be asked to coordinate the activities, i.e., getting groups together, taking notes, etc.

Illinois Youth Survey

Ms. Hill, referring to the Illinois Youth Survey (IYS) in the packet (given in the spring), noted that OPRFHS was seeing lower response rates overall and that is good. OPRFHS also administered a biased-based bullying survey and in most of the categories of bullying, students reported lower rates of victimization of their peers and the biased-based portion of the survey was slightly higher than state numbers.

One member observed that on page 39, the number of students who feel depressed had increased, especially in the 10th grade and was concerned about that. One member felt it was important for students to be aware of the results of the survey, as it might help them see that other students are having the same experience and this would allow an avenue for them to talk about things. Noted was the fact that while the survey could be shared with juniors, the seniors who participated in the survey had graduated.

Discussion ensued about the counselors' role. While some counselors are not mental health professionals, some are more able to talk about these things than are others. One member believed there was a need for more connectivity between school and community agencies. One member thought that students were encouraged to see their counselors to develop a relationship and, in addition, that the students had eight opportunities to connect with adults in the building. The administration responded that the counselors hear many student stories and when they surpass the counselors' training, they will access the PSS Team and other resources to support the students. How does the District partner with the parent groups to disseminate information, as well as gym classes, coaches, etc. so that students are aware of what is occurring.

It was the committee's unanimous recommendation that this report be moved forward to the full Board of Education. Discussion ensued about the desire for Gladys Wright and P4SS to attend this Board of Education meeting.

Adjournment

Dr. Moore adjourned the meeting at 10:22 p.m.

Submitted by Gail Kalmerton
Clerk of the Board