February 1, 2018 CCB meeting
Started: 6:37

Student Tardiness

Jennifer Cassell- here
Laura Hardwicke- here
Jonathan Weintraub - here
Aliyah Young- not here

Student and Family Voice and Belonging

Naomi Hildner - here
Dr. Jackie Moore- not here
Ryan Moore- not here
Annie Riles- here
Nate Rouse- here
David Walksler- here

Faculty and Staff Voice and Innovation

Sheila Hardin- here
Gina Harris – not here
Greg Johnson- here
Naomi Leach – not here
Lee Williams- here

Community Voice and Connections

Wendy Daniels- here
Ralph Martire- here
Melanie McQueen- not here
Dr. Joylynn Pruitt-Adams- not here
Sara Spivy- here
Lee Wade- here

Minutes:
Public comment- Alex Belophus, junior here, here to listen, has a question about ID policy, has met w Nate Rouse, could be relevant to the committee, I feel our current id policy isn't in line with the realities of being a student or faculty member at oprf, looking at other schools they have carry only id policies whereas we have a wear policy, you are the administrators but it's something I thought I could bring to the committee, to transition oprf to a carry only id policy

Minutes- Laura Hardwick- motion
Naomi Hildner- second
All ayes

Lincoln Chandler- wants to thank everyone for their work to this point on the presentations, it was a lot of really good stuff, thanks for taking your pieces and talking about the possibilities, each group has a no. of ideas and now we want to get the questions out and discuss the ideas so we can get them to the point that they are recommendations. Need to connect ids to some of the work already being done. Now we need to ask probing questions. We have the existing code of conduct and strategic plan. What are some of the things we need to consider? What are critical steps? What to we need to do to make this happen? Homework coming out of this will be to reflect on questions but also look at strat plan and code of conduct. We will also look at last ccb to see what was recommended.

Jenn- hope is to have discussion about recs tonight and next mtg Nate will discuss where we are with strat plan. Then we will have a presentation from SAFE. If there is time we will break into small groups. Maybe after tonight the small groups can start thinking about that to be ready for the 20th.

There was a list that went out that was a high level list to give an idea and refresh everyone's memories about what we talked about. The list was embedded in the agenda.

Annie- are we discussing the questions that Gail just sent out about small group recs?

Jenn- yes, Gail sent it out on 1/30 at 7:04

Annie- for the student voice section, the two bottom bullet points- meaningful indicators of student engagement- Susan Johnson does a report on what students are involved in activities and there is also a school connectedness survey. I don't know how we judge student attendance for games/ performances but that could help us guage student involvnement. We also have the student activities fair- Dave did something this year to make it more engaging.

Dave- I removed the sliding door to make it more accessible to all students so they could just walk into the space rather than have to walk around to get to it. Overall I did see an increase in students but I still felt attendance was lacking. We need to get them more engaged and make it more like an actual fair.

Nate- one of the things I was going to add- we have our open house for incoming freshmen next year. One thing we could consider is to have one of the evenings in the fall, we could do something similar. Open house is about introducing parents to faculty. Perhaps we could have an activity fair that mirrors what we do for incoming freshmen but in the fall. Maybe we just designate a day in the fall- again, maybe we can plan it on the same night as open house so it's the first thing people do. Maybe that touches both areas we are looking out at the time.

Jenn- Naomi in her presentation laid out some ideas for improving the welcome center. I had a meeting with the leaders of Imagine and they indicated that is something they are looking at.

Nate- I was able to meet with some leaders about how students just need a place to be- a place where they can hang out with their friends, study, etc. At 3:04 students are moved out of the building. That isn't a fun activity for staff, moving them, but it also isn't welcoming for our students to be kicking them out. Many students are waiting for practice to start but have nowhere to go and nothing to do. Having different multipurpose areas in the high school to allow students to hang out would be helpful.

I think the faculty and staff has responded positively to the equipment we use- whether desks or chairs. There are other opportunities to outfit classes in different ways and the response has been phenomenal. We can improve the educational environment by making it look different from the typical institutional environment. Different furniture would offer different levels of engagement. I believe there was money allocated that has been spent, so we do have to figure out what we do next.

Lincoln- it did coincide with an opportunity to change the space. Also there was a large roll the students paid in the designs- so there was an end product that benefitted the institution but also allowed students with an interest in design could take a leadership roll.

Sheila- Ron Johnson did an excellent job at getting teacher voice too. There was opportunity for teachers to discuss what would work with their learning styles.

Jenn- any other opportunities or concerns from other small groups?

Lincoln- regarding rewriting the dress code, our guest mentioned the id piece, were there other hot button issues in the dress code?

Nate- yes, id policy but also the dress code bc it so much of it has to do with body shaming and gender bias. I will present it on the 20th- hopefully I will have 4 students present with me. I am using CCB as a vehicle to make changes to the student code of conduct, so hopefully the students can provide input and receive feedback from ccb. In speaking with Mr. Belopus, I would like to add the id piece to the policy.

Ralph- we are trying to get student voice/input on different things, but we need to make sure we aren't just hearing from the engaged kids. We want to make sure we are hearing from all students including the less engaged kids.

Jenn- they specifically sought out help from Ms. Riles and other affinity groups to try to include all voices. Let's move on to tardiness.

Jonathan- I can talk about Kenwood Academy- there a students schedule is taken into account to see how much time they need to move between classes. I would have to think about that more because I don't know how it would work in our school. I automatically go to that not working here, but I want to think about how we could make it work.

Lincoln- they are now a multibuilding school, so that plays into the logistics question.

Jonathan- Stevenson high school has multiple times to get to class, but that is a much bigger campus with various buildings.

Jenn- we talked about having a grace period for gym class, especially for students taking swim.

Jonathan- I do think there would be thinks we could do- I don't know about adding additional time for those kids without trying other things first. There are always exceptions for students who are having a bad day.

Sheila- in gym the time is built in- they aren't swimming 48 minutes straight. They get a 12 minute period or so to change and get ready for class. If there is an issue that happens with timing they do communicate that.

Jonathan- the other question about the tardy feedback was teachers not enforcing the tardy policy consistently- the inequities of who is tardy periods 2-8. That is where inequities pop up. Our recommendation was to have a consistent framework where everyone has the same message so we can battle that inequity.

Lincoln- the context of that is 1. The question of what it would take for us to be more consistent in enforcing the policy, but 2. Is this the right policy? My guess is that teachers who aren't enforcing it don't like the policy. Students coming in late are probably disrupting some students. The teachers might not think it's a big deal, but the students do. We have one group of students bearing the brunt of this. So administration has to come up with a policy that the staff can buy into so that they are comfortable enforcing it uniformly.

Sheila- for the faculty to uniformly enforce this they would need more support. Do we value students being in class as a district? There is an absence piece that is missing here that is a huge inequity. There are students missing school that are excused due to vacations etc. that isn't fair to the other students or faculty who have to catch those students up. The same goes for tardies. Not every day is going to be a carnival, and I need students to come to class on time. That is part of the message- that attendance is important. It is not going to happen unless there is true belief that we believe in this policy together. That we value students being in class and not in the halls. The current policy will not be consistently enforced. We would need parents/student/staff/admin to all believe that we value attendance. Currently that is not a value at this school.

Lincoln- there are unexcused and excused absences

Nate- at faculty senate the excused absence policy was brought up. We have students who will miss 40 class days and be excused. IEPs and 504s- sometimes we have students out on extended medical leaves. What is excessive excused absences? We need to determine that. As we are looking at our data for tardies, we need to chop up the data and look at that. The last time we really looked at this was 2015. When we looked at our first period we had almost 200 students that were absent in a given period. What were they absent for? How is that affecting their learning? From that data we were able to determine that the demographics of the students absent mirrored our demographics, so we saw that there wasn't a racial disparity.

Jenn- as a small group we did talk about the excused absence policy as a small group. We decided not to bring forth a policy on it because we realized that there was a distinction between the first period tardies vs the rest.

Lincoln- I appreciated the faculty's position in asking me to come in and look at the policy. I think there are enough concerned about those absences that we need to have a deeper dive into the data so we can share it with the committee and look at what we need to do.

Sheila- we do need to look at it bc we are not consistent with that so how can we be consistent with tardies? Should there be a consequence for being consistently late or missing 20-30% of class? Are we preparing students for college by allowing attendance not to be valued? We were happy to have Nate there and bring it up. This is a continuous conversation among faculty. Among faculty they are far more concerned about the excused absences than the unexcused.

Sara- do we have that data- of all absences, how many are excused vs unexcused? Can we disaggregate by all demographics?

Nate- we don't have that data but we can get it

Ralph- can we get the reasons for the excused absences?

Sheila- parents don't have to tell us and I don't want to lose the data gathering just because it isn't perfect.

Jenn- it sounds like Lincoln has direction about what data we want. Should we be having a conversation first about whether the tardy policy we have now is the right one? I want to hear from the group if you think this policy should be looked at.

Sara- I think so because you need the buy in. Even if you arrive at the same policy its worth having the faculty think about it and decide they want to continue it.

Sheila- I agree

Jenn- our hope is that we have a heavy faculty voice in this to look at it— rather than a group like PTAC. How does that feel to everyone?

Sara- I think security has to be involved too.

Sheila- faculty and staff

Laura- say you have a kid coming to class 5-6 times late, so they aren't jumping into discipline yet, but they need to have resources to understand how to address the issue so it doesn't continue.

Lee Wade- I see that clock when I stand outside and see a student running towads class- I don't want to damage my relationship with that student. I want to be able to give them a couple of opportunities to learn how to get to class on time before I start making them get a tardy pass. I don't want to see a policy that becomes so strict that the faculty's hands are tied. Then you will see a lot more call ins.

Annie- the majority of kids can get to class, they are really only running because they know they can get away with it. PSS should be involved and make recommendations for the future.

Jenn- faculty/staff group- are there any current programs recognizing faculty achievements?

Sheila- no, not consistently. They are recognized within the division but it's very ad hoc. It might go into huskiemail, or in the superintendent's board announcements, but there is no protocol for that. Regarding teachers who are struggling, there are evaluations of faculty on a regular basis. Different staff depending on bargaining unit will have different evaluation systems. New teachers work with Bill Young and a formal mentor for two years. The book study would only be doable if it were during the contractual day. We can talk about that more at our next school meeting.

Jenn- the restorative justice part- was that a suggestion to roll out training to the whole building?

Sheila- no, we have no working definition as a building and we have multiple people in the building who think different things. There hasn't been an inventory of the numerous things we do in the building that are already restorative. What are we currently doing? One example of this is the tardy policy- that is not at all restorative. We do need to have a place to start that working definintiion and talk about where we are from a school wide perspective. That is our recommendation- to come up with a way to support restorative justice.

Lee Williams- we need to come up with a brand of restorative justice that is unique to us.

Nate- Amy Hill reached out to me and asked our Hanover Inst. To do an audit of our restorative justice practices. She shared that report with us this morning. I will be sharing that with the board.

Naomi- I would like to just say that all of these things are related. They are not part of an infrastructure of this building. None of this is something that we can throw out there- it is something that would require everyone to be trained over multiple days. It would have to be part of our late arrival faculty work. The fact remains that I don't know what I am supposed to do with tardies. I was told it should appear in skyward, but I don't know if that's accurate. Of all these issues, we are frayed. We are falling apart and loosey goosey on almost everything. It doesn't do any good to say the teachers are inconsistent. We have to change the whole feel of this building if we are to change this. Let's say a student has 4 absences excused or unexcused- that should be a phone call home. I have never seen us be serious about any of this. It is not a matter of saying teachers aren't consistent. It is a matter of changing our whole school and staff infrastructure. Let's have a cold hard policy- which we don't have. Until we have that, consistency is not the issue.

Wendy- on community voice- it's 27 questions, not 72. We would be involving students in putting out something to the community. We were thinking along the lines of the students producing the news show and the kids involved in tech. It could involve the students who are also good at interviewing and extemporaneous speaking. How can the building directly serve a larger segment of the community? The idea we had on our list was to offer classes such as excel etc. that would be open to the community. Resume writing, job training, etc. Maybe using the pool for the public, etc. Allowing the public to use the space as they want to do it.

Sara- if we are serious about that we should look at Latin's live and learn program. It was a fundraising mechanism for the school, but it offered a different way for families to interact because it used people in the school community who could do things like discuss the book they wrote in a lecture, or like my mom who was a pianist and she would give concerts in our house, etc. It's not necessarily in the building although it could be. However it would be a different way for the community to interact with the school.

Sheila- we used to have a family math night where we would do a little math class. It made parents feel like they could be involved in their children's studies even if they haven't had a math class in decades.

Laura- we could also do it as part of a town hall

Annie- Triton used to or maybe still does offer some evening classes here.

Dave- it still is going on

Wendy- we just need to get the word out. We talked about sharing what is going on with the local business by disseminating post cards or flyers. Like the collaboration- they hire people to take flyers to local businesses where they think parents with young children will go. We would want this posted all over the villages of OP and RF.

Nate- Lake St. Theater does a really good job of promoting our events. Tasty Dog used to do that for us- but we haven't been able to establish that relationship with other places. They understood the clientele. Things like that would be huge. Other things that I was going to mention is that the fine and applied arts do tours once a year. The students walk you through the green room and stage crew areas. Then you can watch the play afterwards and it gives you a great idea of how many students are involved in these productions.

Wendy- we had town halls on our list. We did have in mind having collaborative townhalls- like the one we did with D90 and D97 like the equity meetings.

Ralph- I think that's where we can really make progress- by pooling resources and doing joint trainings. I thought the NEP presentation the other night went well. We have a formal structure of a triboard equity committee which makes recommendations at the board level. What is more important is having the communities involved in this.

Sheila- I would push back on shared professional development. We have a shared PD plan that we are doing on equity and a high school is unique. There are places where we want to be partners with our feeder districts but we need to also have our own professional development.

Ralph- there will always need to be professional development that is unique to each age group, but it would be good for students to have some continuity as they move through the districts.

Nate- Dr. Pruitt-Adams has wanted to be more proactive in pushing out information into the community like with our sexual harassment community work.

Laura- we should also do a state of the institution one just so people can hear about all the great work we are doing.

Wendy- I think we need to start w OPRF first, and then bring in D90 and D97 and go from there. If we wanted to bring in MSAN that would be fine, but I think the bigger we make it the more complicated it becomes. I know MSAN is already involved in some areas in the school, but I think simple is always better especially when you are trying to make changes quickly. That is a problem we have had for years is that things take too long.

Lincoln- I agree with that thought. As a result of all the work there are many recommendations. We need to prioritize. The idea behind bringing up MSAN is to look at what other practices are out there- so if we have an idea we can see if another district or group is already doing it. Looking at other schools might serve to inspire us as we think about this.

Annie- I am the sponsor for the MSAN club. I don't work on the administrative level. The students go to a conf yearly and then come back with an action plan. This year it is creating a

racial equity course. Monthly MSAN sponsors get on a conference call and discuss what is working in our districts so we can hear what other MSAN districts are doing.

Nate- we are one of the founding districts of MSAN which is now nation-wide. We have been pushing each other. Evanston is pushing us to brainstorm how we can do things differently.

Jenn- to wrap up, next time there won't be much time in small groups. Please look back at Sept 6 memo on CCB page "memorandum to CCB". Please print that out and bring it with you next time. You can run through them and hopefully it will give you a lens. In March we will have to make decisions about the code of conduct and dress code. We would like to have some recommendations more or less finalized so that I can go before faculty senate with them.

Nate- I will work with the kids to try to get our presentations up in advance so that you can see them.

Jenn- we didn't have a parking lot- anything anyone wanted to discuss?

Annie- someone said they would like to see a racial equity policy in our code of conduct. Something that we all have to go by- students, faculty, etc. Some sort of protocol or policy.

Nate- we do have a policy that goes to that but we need to go through it again to make sure it's hitting the points you mean. I attempt to highlight it in the front of the student handbook. We can look at that as a team and see if there is something we want to address.

Wendy- I've had several comments to me in public about what is going on after courageous conversations. Some are thinking it is done. Can we, or the school, be responsible for tweeting out updates? For example. CCB is doing this, DELT is doing this… because people think these community meetings we have are just one and done and nothing is being done. A lot is being done but there is the perception that nothing is happening. I showed Nate there is a petition that is being disseminated to get D200 to hire more minority teachers.

Jenn- that is already a board goal

Wendy- they feel nothing is being done. I know that they haven't given the school a chance to make changes. But we need to get the word out to say what is being done.

Sheila- we could get Karin to put something in huskiemail about "equity news". We could say more. Educators tend not to be self-promoting. When I saw Lincoln's question about teacher awards, I laughed because that isn't what we do. We help others. However, there is a danger to being too reactive. Work has to happen that is authentic, especially around equity, and it has to be done well. We have an oma and published minutes. I think there are ways we can communicate more, but I don't think that we should be reactive. Things in education move slower than people want but there is always another group asking for something else.

Wendy- no one goes to the website. So no one knows what is happening so they assume nothing is happening. There are people who say nothing is going on, but the general public might be interested and want to know what is going on. I would like others to know that there are a lot of people giving a lot of themselves to make changes.

Laura- I agree that Huskiemail is not the way. But I think it needs to come up in a way that is less telescopic. You can only lead people so much, but maybe we could put something on the splash page of the website- so it can steer people towards where the information is. More pushing out to people would be helpful.

Jenn- there was some discussion about having an equity page on the website. We could have CCB be a part of that. Would the community group be willing to talk about that?

Wendy- yes

Nate- our racial equity action team for the strategic plan is to identify our initiatives around racial equity.

Sheila- motion to adjourn
Naomi- second

Adjourned at 8:07