The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, January 25, 2018, in the Board Room of the OPRFHS.

**Call to Order**

President Moore called the meeting to order at 6:30 p.m. A roll call indicated the following Board of Education members were present: Fred Arkin, Matt Baron, Jennifer Cassell, Thomas F. Cofsky, Craig Iseli (attended telephonically), Dr. Jackie Moore, and Sara Dixon Spivy. Also present were Tod Altenburg, Chief School Business Official; Greg Johnson, Assistant Superintendent for Curriculum and Instruction; Michael Carioscio, Chief Information Officer; and Gail Kalmerton, Executive Assistant Clerk of the Board.

**Closed Session**

At 6:31 p.m. on Thursday, January 25, 2018, Dr. Moore moved to enter closed session by Ms. Cassell. 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 Amy Hill, Director of Assessment and Research; Nathaniel L. Rouse, Principal; Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; and Karin Sullivan, Director of Communications and Community Relations.

**Visitors**

Melanie McQueen of APPLE; John Duffy of CEEE; Karin Grimes, Renee Hardin, and Markus Steawen community members, Lynn Kamenista and Mike Poirier of IMAGINE OPRF; Mary Haley of the League of Women Voters; Steve Schering of the Oak Leaves; Jan Arnold, Max Freeman, Stephanie Jackson, Erin O’Neil, Scott Sponsler, Susan Stephens, Mark Trinka of the OPRFHS Strategic Plan Accountability Oversight Committee; Linda Francis of SAY.

**Public Comments**

Melaine McQueen and John Duffy spoke about District administrators and several community members including themselves visiting Howard University to talk about the District’s desire to hire more teachers of color. They felt the District made an excellent case for how wonderful OPRFHS is and OPRFHS will participate in Howard’s recruitment fair. They were excited and they felt this was moving in right direction in changing the Culture, Climate, and Behavior at OPRFHS.

**Status of FOIA Requests**

Ms. Kalmerton reported that 3 FOIA had been received and 2 were resolved.

**Student Council**

Matthew Vietzen, the Student Council Board of Education liaison, highlighted the excellent job that IMAGINE OPRF workgroup was doing in exploring structure and equity and listening to all groups of students. He hoped more students would respond to the student survey.

Mr. Vietzen reiterated his concern about the lack of attendance at the dance scheduled in March.

Student Council is beginning its charity events in February and the monies they raise through their fundraising will be donated to Roses for Austin. He applauded
the administration on the MLK assembly where many people shared their opinions. He found it eye-opening.

**Superintendent Announcements**

Mr. Johnson announced the following:

The OPRF Tech Innovators of the Month are English teacher Liz Farrow and History teacher Dan Wolman. Using Mastery Manager Assessment software, Ms. Farrow set up common writing assessments for teachers of more than thirty sections of English classes, so they can be on the same page when evaluating writing. Mr. Wolman worked with assistive technology leader Lisa Vincent to identify a text-to-voice website for his reading packets; now students struggling with reading can hear the packet read to them on the site.

Both of OPRFHS's Special Olympics basketball teams won their divisions at the area tournament and will play in the state tournament on March 16 and 17.

Stage crew took first place overall among 17 schools in the Annual Tech Olympics at the 43rd Annual Illinois High School Theatre Festival. Congratulations to members Lena Henry, Amelia Kersh, Emmet Norman, Jules Marshall, Phoenix Sullivan, and Allison Sorkin. In addition, crew members Brian Gallagher, Adele Henning, and Claire Parrell were part of the 40-member crew in the All-State Production of "Big Fish," while Lucy Economos and Andrew Krueger were chosen to perform in the play.

Senior Kara Jackson won the 2017 Award for New Poets from Frontier Poetry, a selective online platform for new poets.

Missing first place by just one point, Jazz Ensemble placed second for Big Band and first for Honor Band in the jazz combo category at this year's Purdue Jazz Festival. This year the fest was the largest ever with 119 bands competing. 25 students competed in our ensemble and students Aaron Kaufman-Levine, Charlie Reichart-Powell, and Noah Sherman won outstanding soloist award scholarships.

Varsity cheer won first place in its division at the Illinois Cheerleading Coaches Association Invitational at Wilmington High School, while junior varsity took second. Both teams also qualified for the state meet with third place finishes.

Junior varsity drill team came in second place at the West Suburban Conference.

Librarian Ann Carlson served as a judge for the 2018 Scott O'Dell Award for Historical Fiction, given annually to a new work of children's or young adult fiction. The winner this year was Lauren Wolk, for "Beyond the Bright Sea."

Item H. I. Policy 4:15, was pulled from the consent items.

**Consent**

Dr. Moore moved to approve the following consent items:

A. Check Disbursements and Financial Resolutions dated January 25, 2018
B. Monthly Treasurer’s Report
C. Monthly Financials
D. Gifts and Donations
E. Transfer of Operation and Maintenance Fund to Capital Improvement Fund
F. 2018 Summer School Budget
G. 2018-19 School Year Calendar

H. Policies for First Reading
   2. Policy 4:110, Transportation
   3. Policy 4:170, Safety
   4. Policy 5:90, Abused and Neglected Child Reporting
   5. Policy 5:200, Terms and Conditions of Employment and Dismissal

I. Personnel Recommendations, including New Hires, Lateral Hires and Return from Leave of Absence

J. Approval of Open & Closed Minutes of December 18 and 21, 2017, and January 16, 2018, and a declaration that the closed session audiotapes of May 2016 are destroyed

seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

**Policy 4:15**

Dr. Moore moved to approve Policy 4:15, Identity Protection, for first reading; seconded by Ms. Cassell. A roll call vote resulted in all ayes.

The policy was being approved with the suggested amendments noted on the cover page.

**Mid-Year Graduates**

Dr. Moore moved to certify the mid-year 2017-18 graduates as presented; seconded by Mr. Cofsky. A roll call vote resulted in all ayes. Motion carried.

**River Forest’s Communication Survey**

This past fall, the six River Forest taxing bodies conducted a survey (commissioned by Village of River Forest) of residents about the type of information in which they would have an interest and how they would prefer receiving communications. The survey also gauged resident awareness and opinion on certain issues to determine if more education is needed in these areas. Included in the packet was the executive summary of the findings provided by the strategic communications firm, Jasculca Terman. Each agency asked respondents three specific questions to gauge their level of awareness on certain issues. Awareness of the issues at OPRF tested was low, ranging from 25% of the respondents being aware that most of the members of Imagine OPRF are community residents to just 17% being aware that the District has cut property taxes by $30 million between 2012 and 2016. Currently, the primary way the District communicates with residents who do not have children at the high school is via the village’s monthly e-newsletter, which goes to a list of 2,500 email addresses. Space in the newsletter is limited. Our contribution is typically a short blurb and link to the latest issue of Community Connector, the quarterly two-page newsletter inserted in the Village of Oak Park’s OP/FYI at no mailing cost to the district. At the request of the Village of Oak Park, the timing of Community Connector is being revised. A version of the newsletter, delivered via regular mail to all River Forest households, might be warranted.

Mr. Arkin, a member of this collaborative subcommittee that meets monthly, added that the taxing bodies wanted to determine whether a combined community calendar would be of use to the citizens of River Forest. The survey showed that residents know what is occurring at District 90. OPRFHS does a good job of communicating with its constituents (parents know what is going on), but it is that secondary level of communication to the balance of the community that is not hearing the messages. From his perspective, those residents who were unaware of the issues at OPRFHS was due to press coverage. He believed the District needed to control the delivery of its messages. He reiterated that only 16% of the respondents were aware that
OPRFHS cut its portion of property taxes by $30 million between 2012 and 2016. Only 21.84% of the respondents were aware of ACT score growth. Only 24.3% of the respondents knew that the community members were members of IMAGINE OPRF. Awareness of District 90 schools was significantly higher. District 90 sends out mail pieces and a summary of the board meetings are posted. The District 90 board president posts a video report after the meeting. The first hits were 460 but that had lessened to 86 at the latest count.

The results also showed that community members preferred receiving information via 1) email, 2) website and 3) postal web. Social media venues (Facebook, etc.) were far behind. There is a communication problem throughout the River Forest community as a whole.

Mr. Baron stated that the survey results have long-term ramifications for what this Board of Education wants to do. He was interested in exploring what the consensus of the Board of Education priorities would be. Dr. Moore noted that HuskieEmail is a way to provide access. Anyone can subscribe, and they are never removed from the listserve. A suggestion was made to send an email to River Forest residents with a summary of Board actions. Ms. Kalmerton creates a summary of the actions of the Board of Education at its regular meetings titled “Board Briefs,” and it is included in the HuskieMail. Something additional may be warranted. The administration will explore this.

The summary of results with regards to communication and receiving information included:

In general, respondents are satisfied with the amount of information that they receive from each agency, but a sizable minority said they would like to receive more. Very few respondents said that any agency sends too much information. NOTE: An unusually high percentage of respondents (32%) said they “don’t receive anything” from OPRF. When we looked at only those respondents who found out about the survey through OPRF, just 6% of respondents said they “don’t receive anything.” This suggests that nearly all OPRF parents receive information, but there is a sizable portion of non-parents who receive nothing.

Email is the most preferred means of receiving information across all age groups of respondents. The results also indicate that respondents do not prefer to receive information via social media.

The District provided respondents with a list of topics (alerts about public safety, community events, programs/services, capital improvements, agency finances and spending and public meetings) pertinent to all agencies and asked respondents to rate which topic they are most interested in receiving information. The results indicate respondents are activity interested in receiving information about all of these topics. The level of interest was similar across all topics, except for public safety, which emerged ahead of the rest.

Respondents are very interested in the idea of a web-based community calendar that contains events from all agencies and other institutions in the area, such as local universities.
Respondents are also very interested in periodically receiving a single, combined communication with the most important information from all six agencies. Respondents indicated they would most like to learn about community news and events in this combined communication.

General Questions
Each agency asked respondents a specific set of questions to gauge their level of awareness on specific issues. OPRF tested the following items:
- Between 2012 and 2016, District 200 cut its portion of local property taxes by $30 million.
- Graduating seniors’ average ACT score has risen nearly a full point over the past five years to 24.5, well above the state average of 21.4.
- Most of the members on the Imagine OPRF, the task force creating a long-term facility plan, are community residents.

More than half of all respondents were not aware of any of the three facts tested for awareness.

Respondents were asked to rate each agency’s contribution to their quality of life as a resident of River Forest. The results indicated that respondents have an overall positive view of all agencies’ contributions to their quality of life as residents.

Respondents indicated a low to middling awareness of the issues discussed at Board meetings across all agencies.

When asked how responsibly each government agency uses taxpayer dollars, respondents overall indicated a positive to middling opinion on the way their taxpayer dollars are used.

A summary of Recommendations/Opportunities included:
- Email and website should be the top methods of communication with residents.
- The results confirm widespread interest in the Village’s planned online community calendar.
- Respondents are very interested in a combined communication from all River Forest agencies.
- All agencies would benefit by proactively delivering information on their budgets to residents. Long-form answers to questions regarding this topic indicated that a “plain-English” walkthrough of the agency’s budget would be helpful to residents.
- Awareness of Board meeting proceedings is low, but interest in information on public meetings is somewhat high. Respondents would welcome more information in this area.

Update on IMAGINE OPRF
Ms. Kamenista and Mr. Poirer reported on the status of the IMAGINE OPRF work. A community engagement meeting was held November 15 and over 90 people participated, including 30 IMAGINE members, and the answers to the questions posed were posted on the website. A representative of Perkins + Will, the consulting architecture firm for Imagine, presented on future-ready learning spaces.
P+W met with Sheila Hardin, Faculty Senate Executive Chair, to discuss and develop plans for ongoing faculty engagement. On January 11, 2018, a faculty survey was launched and as of this day, 280 responses had been received. They contain rich narrative.

A student survey was launched and thus far 428 responses had been received. As a supplement to that, they were meeting with student groups in half-hour listening sessions, first with the student leadership of clubs and activities and later it will be open to all of their memberships. They have been very informative. They reached out to Student Council, Spirit Council, four leadership classes, A Place for All, BLU, ASPIRA, Spoken Word, etc. Concerning other activities and clubs, theatre, sports, and music, we are now going to informal spaces, etc. yes reaching out.

Meetings are set with the five parent groups with a completion target date for those meetings of February. Also, a group of IMAGINE members visited 3 area high schools that have undergone significant renovation: Deerfield, Lake Forest, and Naperville, with scheduled visits to New Trier and Highland Park. In January, over 65 IMAGINE team members, administrators, and Board of Education members participated in the community engagement meeting. All four work teams are in the process of completing the data phase and documenting their findings. Their findings will be presented to Faculty Senate this month. A request was made for all Board of Education members to attend the community engagement meetings which are scheduled for Feb. 27, April 16, and May 21 and perhaps May 22.

Ms. Cassell thanked Ms. Kamenista and Mr. Poirier for their work, in particular, their work with students. Dr. Moore suggested speaking with the sponsors of Hip Hop, Motivational Mentorship, and FREE. Mr. Poirier’s noted that they ask the students which areas work well for them and why. Then, which areas do not work and why? What are the things about facilities that impact equity and what facilities put students at a disadvantage?

Mr. Baron, Board of Education as a liaison to IMAGINE, had been impressed with the thoughtfulness of the journey. He suggested looking at schools that were landlocked such as Deerfield High School, as well.

**Update on Strategic**

Mr. Johnson reported that this was the first full Board of Education update on the Strategic Plan. The action teams have been working on implementing the goals of the Strategic Plan since the early fall. The information that has supported this work includes conducting surveys, focus groups, guiding faculty work, developing plans, etc.

Mr. Johnson recognized the members of the Strategic Plan Accountability Oversight Committee present at this meeting. These individuals have made a 3-year commitment to this work. The first Accountability Oversight Committee meeting was held in December and their feedback has been very helpful as the efforts move forward.

Mr. Johnson noted that the Strategic Plan in the packet, as well as the action plans, have been revised and updated since December. However, the accountability documents remain the same as in December. They will be updated after the March 19 meeting.
Ms. Hill addressed Goal 1, Holistic Community Education (HCE): OPRF High School will collaborate effectively with other educational institutions and social service organizations, resulting in a high-quality continuum of learning and seamless transitions for students from birth to postsecondary education and career paths. This goal highlights community collaboration for a high-quality learning continuum and seamless transitions for students all along their way. The specific focus for this year is Strategy 1, addressing OPRF transition programs, which the team understood to include transitions into and out of the high school. The team includes four OPRF teachers, one of whom also spearheads the summer 8 to 9 connections program; the department chair of counseling, the transition specialist--who supports the post-secondary transition for students with IEPs, the occupational therapist/assistive tech coordinator, two middle school assistant principals, the MTSS coordinator, and two parents.

The team is on target to meet the June 2018 goal. More than 30 programs and practices have been identified that affect students’ transitions into and out of high school and a tool exists for evaluating them; freshmen are being surveyed about their transition to high school, and criteria have been developed for assessing the extent to which a given cohort of students has successfully transitioned to the school. That will be a baseline and a tool to measure progress is being developed.

One challenge the team encountered was deciding where to dig in and really inquire about the effectiveness of transition programs and practices. Evaluating all 30+ programs and practices is not practical; the intention is to focus on the areas research says is most important to a smooth transition. It’s also somewhat challenging to get input from alumni. Maureen Kleinman from the Alumni Association has been very helpful in identifying means of outreach that may be used in the weeks ahead. Accountability team members thought the strategies should align more closely with the language of the overall goal, which identifies the scope of the work as birth to post-secondary. The HCE team acknowledges that the current strategies focus more narrowly on transitions into and out of OPRFHS and believes that’s appropriate as a first step. Strategies in subsequent years can address the longer continuum beginning in early childhood. Too, OPRFHS is part of a data collaboration agreement with Triton and there may be resources there to be tapped. In addition, those Triton staff members who visited Harvard some years ago may also be able to help.

Research-based transition focus areas for middle school to high school:
- Early identification of at-risk students--early warning systems--with targeted supports
- Regular conversations with students about the transition
- Parent outreach, communication, and involvement in transition activities
- Summer bridge programs
- High school advisory programs, small learning communities, and catch up courses (e.g. reading support, extended algebra)

Mr. Rouse addressed Goal 2, Equity: OPRF High School will continuously strive to create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race, socioeconomic status, or other social factors. With regard to Strategy 1, identifying three proven strategies/and or programs that reduce inequities of opportunity and enable students
of color and/or low socioeconomic status to gain greater access to and success in college prep, honors, and AP classes is a daunting task. The Action Team has agreed to meet twice per month beginning in January through the end of May. The most significant barrier has been finding the time to meet and identify the scope of this work. The meetings have consisted of identifying the programs/initiatives currently being discussed and their impact on teaching and learning in order to identify potential gaps. Discussions have occurred on identifying what the District is already doing and that needs to be universal throughout the school community. The Collaborative Action Research for Equity Team Leaders, for example, spent a significant amount of time leading the staff’s racial equity work. Although CARE Teamwork is currently being presented as a strategy within the Transformation Leadership Goal 5, this work is all about Racial Equity. His team has requested that he recommend the change of the goal from Equity to Racial Equity so as to be intentional in the District’s words and actions. He supported this request.

The team also believes that the success of the EOS initiative will move the District in a direction of creating its own means for identifying underrepresented students for AP classes; which can also be used as a catalyst to address systemic inhibitors in honors classes as well. The hope was to finalize the list of racial equity programs/initiatives by their next meeting and work to publicize them on the website in February. The next phase will be determining an assessment rubric to evaluate the District’s racial equity programs.

**Goal 2 Equity Strategy 3:** Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color and lesbian, gay, bisexual, transgender, and gender-expansive students. The work of the Gender Equity Committee will support these as the team is currently reviewing policies and procedures to ensure that the District is compliant and progressive. The most recent committee meeting was held on Monday and a community forum on sexual harassment was held in December. Originally it was scheduled for November, but it had been postponed due to the forum on Race and its intersection in Education. Students Advocating for Equity (SAFE) meet every Friday and have zeroed in on a recommendation for a new dress code. A timeline is in place to present the dress code to various student groups as well as the faculty, administration, and parents. The committee believes that this will support the District’s efforts for creating an environment where all student feel welcome. The CARE Team work, Mindset discussions, and professional development focused on adaptive change will be paramount. An overlap exists with Strategy 4 of the Equity Goal.

**Goal 2 Strategy 4:** By June 2018, complete the three Culture, Climate, and Behavior (CCB) Committee recommendations approved by the Board on April 27, 2017. Added December 2017. This focuses specifically on fulfilling the recommendations to the Board of Education last April by the CCB committee. The Student Intervention Directors (SID) will be asked to provide a review of past Restorative Practices/initiatives since 2000 to create an understanding of what has been done. Seeing that this strategy was added in November to the Equity Goal, this was not discussed at the Accountability Team meeting in December. A working definition of restorative justice needs to be developed because currently multiple perspectives on what RJ means exist at OPRF. A small group of staff attended a Restorative Justice workshop late last fall at OPRF. The presenter was clear in
driving home that fact that RJ “is not a thing that you can just implement.” It takes years to adaptively change perspectives and mindsets to accomplish the shift to a RJ school community, and it involves a great deal of professional development and ownership from all staff. The administration is hopeful that the identification by the Supportive Learning Environment team of SLE programs and research will assist in these efforts, in addition to defining what is meant by the completion of an Equity Audit. Mr. Rouse will be providing an update on the progress of these recommendations at the February 20th Culture, Climate, and Behavior meeting.

Goal 5: Transformational Leadership. OPRFHS will hold all leaders to high expectations in responsibilities, policies, practices, and professional development and will create opportunities that affirm and support effective teaching, learning, and leadership. Strategy 1. Collaborative Action Research for Equity Teams are up and running. CARE team leaders, under the facilitation of Mr. Devon Alexander, are currently moderating 6 Breakout Sessions (1.5 hours each) through the 2017-18 school year to re-focus the work in protocol internalization for Racial Equity Professional Development. Five essential elements of Culturally Proficient Teaching will drive the Racial Equity Programming over the next 5 years. Assessing Culture, Valuing Diversity, Managing Dynamics of Difference, Adapting to Diversity, and Institutionalizing Cultural Knowledge focusing on Teachers, Students, Society, Education, and Craft.

Goal 3—Supportive Learning Environment: OPRF High School will create learning environments that support the unique strengths and needs of each individual and will provide a system of supports to meet the evolving needs of all students. Dr. Walker Qualls reported on Strategy 1: By June 30, 2018, identify the current state of effectiveness of current social-emotional learning program and establish targets for annual improvement. Team: Janel Bishop, John Costopoulos, Kennedi Dixon, Alexis Glower, La Tonia Jackson, Jason Lee, Avi Lessing, Jon Silver, Dana Tolomeo, Alisa Walton, Mary Young, and Dr. Gwen Walker–Qualls. The overall progress is on target.

1. The team has identified SEL programs and practices currently in use at OPRFHS.
2. The team has contributed to compiling an extensive literature review of SLE research. The literature review consisted of numerous materials, tools, and articles from the Collaborative for Academic, Social, and Emotional Learning (CASEL), ISBE and other resources.
3. Team members participated in an SEL/SLE Symposium at Hinsdale South High School. The most beneficial part of the symposium was the contacts made during networking times. Hinsdale South High School was eager to collaborate with OPRFHS by assisting with developing a systemic framework of SLE supports. Hinsdale was solidly entrenched in using resiliency data to identify and support students through SEL strategies, a rich source of information.
4. Team members developed a common definition of SLE and SEL from the literature review.

The barriers and feedback from the Accountability Team are:
1. Development of an effective evaluation tool. The team is collaborating
with Amy Hill and conducting a literature review for developing an effective program evaluation tool.

2. Time to collect and analyze data.

Mr. Johnson reported on Goal #4, Transformational Teaching and Learning: OPRF High School will create consistently rich and engaging learning opportunities that set high expectations for all students and foster collaboration, problem-solving, reflection, critical thinking, and independent learning. Regarding Strategy 1, the team is on target with its progress from the first semester, but much work yet to be completed. It has developed and begun to use a digital storehouse that will serve as a public access point for the District’s standards. Resources have been shared with staff both through entire building communication and through divisions. The development of standards and common assessments are on track, with many already complete. Moving forward: integrated freshman curriculum will constitute the bulk of the work second-semester work. The barriers and next steps are: getting everyone on the Action Team and the staff up to speed on why priority standards is a key challenge. Very honest and hard conversations on were had by the action team and moving forward ways in which to engage as many staff as possible in the work associated with this goal is necessary. Also, very important is managing the balance between common work and teachers’ needs to be responsive to their students. The work is not meant to feel like teachers are being asked to move in lockstep in any way, but it could feel like that early in the process. This is recognized as a challenge moving forward. Next year, tracking and managing the tier 1 of 80% of our students meeting our proficiency will be a challenge.

Mr. Carioscio reported on Goal 5: —Transformational Leadership: OPRF High School will hold all leaders to high expectations in responsibilities, policies, practices, and professional development and will create opportunities that affirm and support effective teaching, learning, and leadership. Regarding Strategy 1, he reported that CARE Teams (Collaborative Action Research for Equity) were formed. The action team is working on these and providing PD. The barriers include that the conversations are difficult and it is challenging to keep conversations moving productively. Regarding Strategy 2, the team members are Mr. Johnson, Mr. Beyers, Dr. Pruitt-Adams, Ms. Julie Frey and himself. The All-District Administrator meetings are around developing leadership capacity. A couple of outside speakers worked with this group on various activities to build capacity and leadership to support each other to lead the District. They are looking at areas identified as deficiencies and working with both internal and external help. The barriers include that this is a diverse set of leaders who have responsibilities to run the school and it is hard to find time to meet. The feedback from the Accountability team is that better communication is needed to let people know what the team is doing. Regarding Strategy 3 of by June 2019 develop a system of accountability, Mr. Carioscio noted that the team was behind schedule on this. Work needs to continue on the creation of an evaluation tool for the principal, direct reports, non-affiliated staff, etc. The barrier has been that this was owned by Ms. Horton and had to be reassigned. Regarding Strategies 4 and 5 which is to encouraging innovation at all levels. These are on target. It will culminate in an innovation showcase this spring. A marketing plan is being developed. It was suggested that sports and activities be contacted about their innovations as well.

Ms. Sullivan reported on the current status and next steps of the Strategic
Plan Goal Area 6: By July 2018, develop a long-term facilities plan to recommend to the Board. She reported that this using the Likert scale number for overall progress this strategy was on target. The overall deliverables will be recommendations to the Board of Education from IMAGINE OPRF. The interim deliverables, driven by CES schedule, will be 1) Feb. 27: Conclusions - research and data collection completed; 2) April 16: Options - based on research and community input; 3) May 21: Refined Options - one more round of community input before recommendations. She noted that the barriers here are similar to the ones in the other strategies. The most notable is the sheer scope of work, four teams at different stages in understanding and completing work. A summary of the feedback from the accountability team is on track. “The work group is hitting on many cylinders.”

Mr. Altenburg reported on Goal 6, Facilities and Finances, OPRF High School will make fiscally responsible, student-centered decisions regarding facilities and finances and will allocate resources to ensure excellence and equity.

Mr. Altenburg noted an unintended barrier to his work on Strategies 1 and 2 early in the school year. He had lost staff participation when people realized that they would be working on Finances rather than Facilities. However, regarding Strategy 1, form a committee to review and revise the long-term plan created by the 2013 FAC.” He asked Mr. Iseli for assistance largely due to his leadership in D97’s FORC Committee. On a Likert Scale, minimal progress was being made. More completed action steps were planned to be completed by the end of February. For Strategy 2, “By April 2018, create a five-year budget and reporting process for implementing the Strategic Plan goals,” he noted that minimal progress has been made. The Accountability Team provided feedback that the April 2018 date may be a bit ambitious since many of the implementation teams may not have completely finalized their plan to implement the goals. Therefore, the timelines were being adjusted. The Strategy 2 implementation team will become more involved in the budget planning process as the plans of the other implementation teams begin to take shape.

The Accountability Oversight Committee’s role is to review the work and the barriers that exist and the members reflect back on this. The relationship is that of “critical friends.”

Mr. Arkin was heartened that so much made and he thanked the members of the Accountability Oversight Committee for being a resource and committing to this effort. When asked if there could be a clearinghouse for the many evaluation tools being created, the administration responded that 99% of the materials would be electronic and searchable.

With regard to Restorative Justice, Mr. Arkin noted that he attended a presentation by Urbana High School where a decision was made to institute RJ practices with little training. There was little downside. He wanted to make implementation a priority. Dr. Moore concurred. She wanted action as opposed to collecting more data. The administration agreed but part of the problem was not knowing what to do. When the SEL Team participated in a symposium or saw a school, it was instrumental for them to see how things worked. However, OPRFHS has a different program. A systematic framework has to be developed for RJ. Also, this will take
additional funding. Volunteers are ready to move forward. Students in need of support of RJ have been identified.

Mr. Cofsky too echoed using best practices, but to put things into action. Where he saw a slippage was 1) were there enough resources, and 2) a vacancy can put the District at risk of an area that would fail. Mr. Iseli appreciated the tremendous amount of work that had been completed. Dr. Moore was struck by the amount of data being analyzed or would be analyzed and asked if the District had the capacity to do that. Ms. Hill reported that the analysis was being conducted internally, partnering with Hanover Research, and Dr. Lincoln Chandler.

Second Quarter Variance Report
The Second Quarter Variance Report was presented at the Committee of the Whole Meeting on January 16, 2018. This report was brought forward as an informational item only.

Future Agenda Items
Ms. Cassell asked if a Board of Education discussions were needed on the hiring policy as a guide to the administration in its procedures to show the Board of Education’s commitment to that work as the policy is being developed. She asked for this in the February/March Timeframe.

Adjournment
At 9:27 p.m. on Thursday, January 25, Mr. Arkin moved to adjourn the regular Board of Education meeting; seconded by Mr. Iseli. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Jennifer Cassell
Secretary