

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, April 27, 2017, in the Board Room of the OPRFHS.

Call to Order

President Weissglass called the meeting to order at 6:05 p.m. A roll call indicated the following Board of Education members were present: Fred Arkin, Jennifer Cassell, Thomas F. Cofsky, Dr. Steven Gevinson, Dr. Jackie Moore, Sara Spivy, and Jeff Weissglass. Also present were Dr. Joylynn Pruitt-Adams, Superintendent; Tod Altenburg, Chief School Business Official; Brenda Horton, Director of Human Resources; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:08 p.m. on Thursday, April 27, 2017, Mr. Weissglass 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, 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), as amended by PA.93—57; Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(1), as amended by PA.93—57; and Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); Student disciplinary cases 5 ILCS 120/2(c)(10); seconded by Dr. Moore. 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 Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; Karin Sullivan, Director of Communications and Community Relations.

Visitors

Sheila Hardin and Patrick Pearson, OPRFHS Faculty members, Larry Christmas, John Bokum, John Duffy, Kyle Gibson, Natalie Thompson, Mark Trinka, Linda Carlson, Mary Haley, League of Women Voters, Steve Schering of the Oak Leaves.

Agenda

It was the consensus of the BOE members to follow Dr. Pruitt-Adams suggestion to pull the following items from consideration: 1) the Board Budget under the Consent Section and the IMAGINE OPRF Update under the Discussion Section. Mr. Weissglass felt the discussion of the parameters of IMAGINE OPRF should wait until the new Board of Education, and thus, there was no reason to talk about it that evening. Because the Board Budget is related to the IMAGINE OPRF budget, that discussion would be delayed. Mr. Weissglass and Dr.

Gevinson will provide their comments relative to the facilities in written form as opposed to having the conversation at the table.

Dr. Moore expressed her appreciation to Mr. Weissglass and Dr. Gevinson for their service to the Board of Education and looked forward to seeing them again.

Recognitions

The Board of Education recognized the following faculty members on their achievements.

Linda Carlson, National Physical Education Teacher of the Year

John Hoerster, National Double-Goal Coach

Patrick Pearson, Northwestern University Distinguished Secondary Teacher Award (DSTA)

Public Comments

Kyle Gibson, thanked the Board of Education for listening to concerns of himself, his wife Rebekah Ward, members of Euclid Avenue UMC, and several other members of Oak Park who've repeatedly expressed concerns over the current OPRF Sexual Misconduct Policy and the school's efforts to eradicate rape culture - were in attendance Tuesday evening at your "Time to Talk" community forum. He continued that the effort and care they put into specifically addressing questions about Title IX, the current OPRF Self-Defense and Step Back curriculums care of Coach Berger, the vision for 4 similar Forums next year, the cooperation and visibility of the Oak Park Police Dept, the trigger warning and counseling services made available at the top of the evening - ALL of these actions showed their commitment and respect to the students who, six months ago, raised their voices and asking for help and change. He felt he spoke for many in Oak Park, as well as their neighbors in River Forest when he said they looked forward to continued progress toward the highest standards of safety, well-being, and education for our children.

Sheila Hardin, teacher, and chair of Faculty Senate Executive Committee, on behalf of the Faculty Senate, thanked Mr. Weissglass and Dr. Gevinson for their years of service to the school. She, personally, enjoyed working with both of them and the faculty appreciated their commitment to students and to the district. She also thanked Mr. Weissglass for the leadership he had shown as board president. And, Faculty Senate strongly supports and shares Dr. Pruitt-Adams' commitment to a living, yet attainable, strategic plan to guide decision making at the high school. However, due to the accelerated pace and lack of teacher input with which this draft was written and due to its potential impact on negotiable contract items, the Faculty Senate respectfully asked that the Board of Education considers adopting this as a working draft only so that the administration has time to work with staff on meaningful feedback and discussion.

Larry Christmas, the resident of Oak Park and grandfather of a swimmer at OPRF, read the following statement:

"I wish to speak in regard to your agenda item which calls for a summer (FY 2018) contract for the architectural services of Legat. I ask that this board consider a new approach to engaging architects for the next go-around on a new pool.

“The disadvantages of having only one architectural firm prepare and evaluate all pool alternatives during the last go-around were painfully apparent. First, Legat was directed by President Weissglass to produce alternatives schemes but only within the footprint of the existing pools and parking garage. We now know that none of these alternatives was able to gain the support of both the board and the public. When one of your board members, Dr. Gevinson, offered two additional concepts using the West Field, the task of rendering those ideas was also given to Legat rather than to the local architects who had helped to generate these concepts.

“Subsequently, Legat produced its version of an underground pool at an estimated cost of \$53.5 million. Later on, Frank Heitzman and Garret Eakin produced, at their own expense, a version of an underground pool stripped of some of Legat’s more excessive features at a cost of \$35 million. They were too late.

“Legat also produced its own sketch of Dr. Gevinson's proposal to re-arrange the layout of the West Field to allow the addition of an above ground pool. The Legat sketch incorrectly depicted a greatly enlarged baseball field while substantially overlapping softball fields and leaving room for only four tennis courts. Later, Heitzman and Eakin remeasured the West Field and produced an accurate plan with softball and baseball fields retaining their current dimensions yet leaving room for seven new tennis courts. Their scheme was essentially ignored by the board. Placing any tennis courts off-site was also rejected out of hand.

“I know of two suburban high school pools recently built for approximately \$15 million each and another approved to be built at a cost of \$23 million. Each could have fit nicely into Dr. Gevinson's above ground pool scheme. The architect for the first two was Perkins and Will. For the third, it was STR Partners. Contrast those costs, if you will, with the \$37 million cost of a new pool and new garage as presented to the public in the recently failed referendum.

“I urge that in the next go-around, this board invite presentations of pool concepts by architects such as the ones I have mentioned. I also urge that the board not invest more money in the West Field that might prove to be wasted if you later adopt any West Field pool plan.

“Finally, time is running out for me tonight but it is also running out for our new board. You must now proceed on a fast track basis. You cannot wait for another referendum to be held. If the existing pools fail and no practical emergency plan can be found to replace them, the blame will fall on you. Ask yourself, where would you put all of the students who now take swimming classes?

“As for the Imagine OPRF working group, it can still wrestle with the larger topic of a comprehensive facility plan knowing that the shell containing the old pools will, in due course, become fully available for other uses.”

Mark Trinko, resident of Oak Park, read the following statement: “I have come tonight to speak regarding the state of the tennis facility here at OPRF mindful of the fact that you are not discussing or voting on this subject tonight. I was at last

month's meeting and after the public comments and board discussion, I felt compelled to speak. My wife and I are the parents of three children who have graduated from OPRF and one who is matriculating next year.

"The motto 'Those things that are best' resonate with people in Oak Park and River Forest. People clearly embrace this motto and I think you have a wonderful opportunity next month to put this ethos into action by approving monies to be spent on redoing the courts to make a "best" facility.

"The stakeholders are a troika in accepting the fruits of this labor. First, there are the students. Over 575 students enrolled in racket sports this year. These students played and are playing tennis for 9 weeks each semester. Currently, the school runs 8 periods of the class each day every semester. Tennis and ComEd Team Sports are the ONLY two classes that run 8 periods a day and each year many students are turned away due to the popularity of the course. I would like you to see the courts as the proverbial classroom without walls as many of these students would not learn this life sport without the help of OPRF.

"The second leg is our student athletes. OPRF has had a very successful high school tennis program over many years. Not only has it been successful from a win/loss, state qualifier, graduates playing college tennis standpoint, but more importantly, from a participation standpoint. It is a testament to the organizers, coaches, parents that over 140 young men and women tried out for tennis this year. The West Suburban Conference has a proud history of tennis and I am ashamed to say right now that OPRF has the courts that are in the most disrepair of any school in our conference and it has gone the longest without redoing the courts.

"The third leg of our stakeholder stool is the community. I think it is important that this resource of a fit lifestyle integrates into the greater neighborhood and begs people to play on these courts. As it stands now, the tennis community does not value these courts even though there is vitality to being on this campus. Why do you ask? The courts are "Those things that are deferred and not so great". I have the absolute joy living three block from the high school, but whenever I am lucky enough that my kids or wife want to hit tennis balls with me, they are always looking to play at another park which we all find sad.

"Students, athletes, community members are inexorably intertwined and when possible, each should be clamoring and imploring for 'those things that are best'."

Linda Carlson, say thank you. What happened was not an accident. She had great mentorship with Regina Topf, Kelly Collins, Jennifer Kanwischer, Betina Dunson-Johnson, Rashad Singletary, Max Sakellaris, and Cameron McLaughlin. These people are changing lives. She said a public thank you.

Moment of Silence

A moment of silence was held for Dr. Joylynn Pruitt-Adams' grandson as an expression of sympathy for her lost.

**Status of FOIA
Requests**

Ms. Kalmerton reported that 2 FOIA requests were received and 1 was resolved.

Student Council Report

Jackie Cofsky reported that the money Student Council had raised was donated to Roses for Austin. The Mr. OPRF event was entertaining. The guys demonstrated their talents. Saturday is the give-back day and students may sign up to clean up the parks in Oak Park, an assistant at the art fair at Cheney Mansion, and or make flow kits in the staff cafe to put together menstruating products for those who cannot afford it. Student Council elections will take place next week. Eighteen students are running for 6 positions; 5 students are running just for the Board liaison position. Seniors are choosing colleges and everyone is supportive of their choices whether it is a community college or Ivy League college. There are positive comments about prom and it is a great way to end year. She thanked the Board of Education for the opportunity to speak at these meetings.

Superintendent Announcements

Dr. Pruitt-Adams announced the following:

- 1) Science students from the Investigational Research, Design, and Innovation, or IRDI, class took top honors at all four of their major competitions this year:
- 2) Lillian Tushman took first place in the Illinois BioGENEius Challenge and will move on to the international level. Lindsay Moore- Fields took runner-up.
- 3) Ellen Morgan won second place in the Chicago regional Junior Science and Humanities Symposium and moves on to compete at nationals. Stephanie Guralnick, Sydney Lupo, and Lillian Tushman also will be attending to show their work in poster sessions.
- 4) Out of 24 finalists chosen to present papers at the annual Positive Impact Symposium, OPRF students August Gonzalez, Sydney Lupo, and Lily Tushman won, respectively, first, second and third place.
- 5) And most recently, August Gonzalez won first place in the junior/senior category at this past weekend's Percy Julian Science Symposium. Ellen Morgan and Grace Farnham took second, and Sydney Lupo and Robert Klock placed third. In the freshman/sophomore category, Zoe Wachtel won second and Paul Raducha won third.
- 6) At the state robotics tournament, the team of David Snyder, Tyler Yokoo, George Dickerson, Adam Potter, and Miles Kosik qualified and went on to compete at the world tournament. The team placed second in the state for skills and for the second year in a row took home the Amaze Award, given to the team that never settles for good enough and is always working to rebuild and improve its robot.
- 7) The OPRF show choir, Noteworthy, was named grand champ of the single A mixed division at the Herscher High School Swing and Sing show choir competition, and Patti Meadors was named best female vocalist. In the single A soloist division, Will Skubish won best male soloist.
- 8) Rush Oak Park Hospital presented one of its annual volunteer awards to CITE II program director Tom Tarrant.
- 9) Science teacher Allison Hennings and history teacher JP Coughlin won the March OPRF Technology Innovator Awards, presented to faculty or staff for doing something engaging and innovative with technology in their classroom.

Dr. Pruitt-Adams thanked the faculty, staff, administration, students and the community for their outpour of love, support, and concern that surrounded her

family during this difficult time. People have given her the opportunity to tell her Taylor stories, which is a way of healing. The love and affection reached into Missouri with members of the OPRFHS community and staff attending. Having their support via the cards, emails, text florals, etc., meant more to her than she could say. When she first walked through the door at OPRFHS, she knew where this was where she needed to be. Her family was OK with her returning here because they knew she would be taken care of and there had not been a day when someone has not fixed her dinner, talked with her, brought lunch, flowers, and hugs. She has her OPRFHS family to take care of her and she thanked them for what they have done during this difficult time.

Dr. Gevinson asked that Item R. 14, [Policy 7:305](#), Student Athlete Concussions and Head Injuries be removed from the Consent Agenda.

Consent

Mr. Weissglass moved to approve the following consent items:

- A. [Check Disbursements and Financial Resolutions dated April 27, 2017](#)
- B. [Monthly Treasurer's Report](#)
- C. [Monthly Financials](#)
- D. [Gifts and Donations](#)
- E. [Personnel Recommendations, including New Hires, Lateral Hires, Termination and Resignation](#)
- F. [MENTA Contract](#)
- G. [DuPage West Cook Resolution](#)
- H. [Special Education Systems Contract](#)
- I. [Legat Architect for FY 18 Summer Work Contract](#)
- J. [E2 Network Management Services Contract Renewal](#)
- K. [Tri-District Consortium Agreement](#)
- L. [Yearbook Printing Contract Renewal](#)
- M. [Auditorium Sound System Bid](#)
- O. [Prom 2018 Hotel Contract](#)
- Q. [Policies for First Reading](#)
 - 1. [Policy 5:100](#), Staff Development Program
 - 2. [Policy 7:250](#), Student Support Services
 - 3. [Policy 7:260](#), Exemption from Physical Education
- R. [Policies for Second Reading](#)
 - 1. [Policy 4:175](#), Convicted Child Sex Offender Screening; Notifications
 - 2. [Policy 5:185](#), Family and Medical Leave
 - 3. [Policy 5:190](#), Teacher Qualifications
 - 4. [Policy 5:260](#), Student Teachers
 - 5. [Policy 5:330](#), Sick Days, Vacation, Holidays, and Leaves
 - 6. [Policy 6:15](#), School Accountability
 - 7. [Policy 6:50](#), School Wellness
 - 8. [Policy 6:145](#), Migrant Students
 - 9. [Policy 6:160](#), English Learners
 - 10. [Policy 6:170](#), Title I Programs
 - 11. [Policy 6:310](#), High School Credit for No-District Experiences; Course Substitutions; Re-entering Students
 - 12. [Policy 7:60](#), Residence
 - 13. [Policy 7:70](#), Attendance and Truancy

15. [Policy 7:315](#), Restrictions on Publications; High Schools
 16. [Policy 8:70](#), Accommodating Individuals with Disabilities
- S. Open and Closed Session Minutes [March 21](#) and [April 11](#), 2017 and a declaration that the closed session audiotapes of August 2015 be destroyed

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

Policy 7:305, Student Athlete Concussions and Head Injuries Mr. Weissglass moved to approve Policy 7:305, Athlete Concussions and Head Injuries; seconded by Mr. Arkin. A roll call vote resulted in five ayes and two nays. Dr. Gevinson and Mr. Weissglass voted nay. Motion carried.

Dr. Gevinson stated that the District needs to educate parents and student athletes on the dangers of concussions. Mr. Weissglass supported Dr. Gevinson's concerns.

Settlement Agreement Mr. Weissglass moved to approve the settlement agreement and release between the District and Danielle Dobias and to authorize the Board President and Secretary to execute same; seconded by Dr. Gevinson. A roll call vote resulted in all ayes. Motion carried.

Culture, Climate And Behavior Committee (CCB) Recommendations On January 28, 2016 the Board of Education formed a CCB committee to study and make recommendations regarding OPRFHS culture and climate with the goal of eliminating disproportionate students of color and making a welcoming environment for all students. Its membership included parents, the administration and the faculty.

Ms. Dixon Spivy reported that a year ago when conversations started about Restorative Justice, it was realized that (Parent Teacher Advisory Committee) PTAC served the same functions. The committee realized it should talk about discipline, culture and climate of the school. Sixteen official meetings took place. Ms. Dixon Spivy thanked Ms. Cassell for participating in the planning group that would meet before every meeting to chart its course. She thanked Jonathan Weintraub, Mr. Rouse, Dr. Pruitt-Adams, and Lincoln Chandler, a consultant. In trying to assess wrap round issues in the school, several presenters helped to educate the committee that consisted of parents, students, staff and faculty: Mr. Robert Spicer, a Restorative Justice professional, Dr. Gwen Walker Qualls, the SIDS on data, and attorneys on SBA 100. The Committee's original list of recommendations was an ambitious list, but only 3 were being presented for the 2017-18 school year. She thanked all of the members, including Dr. Gevinson and Ms. Hildner, for being very thoughtful, attentive and inventive.

The 2014-2019 Strategic Plan states "we embrace our diversity and believe race, income, gender, and learning differences should not predict success." However, as of the writing of these recommendations, and despite the implementation of Senate Bill 100 on September 15, 2016, a disproportionate punishment for students of color, especially males (see Semester 1 Discipline Report, January 17, 2017) exists. The committee's purpose is to target those disparities directly by soliciting input from multiple stakeholders: students, families, faculty, and staff. The Board Members and Administrators on the committee have participated as non-voting members. As stated in the Strategic Plan's vision statement, this committee strives to guide OPRFHS to create systems that ensure we are an

“ever-improving model of equity and excellence that will enable all students to achieve their full potential.” This committee recognizes that to create such systems, the school community will need to hold the Board of Education, Administration, and faculty accountable and that mechanisms of oversight must be built-in to ensure fidelity in implementation as well as constant monitoring and evaluation of progress.

The Board of Education had charged the committee with the following tasks:

1. Recommend a detailed three-year action step plan for Strategic Plan Equity
Action Step 2: Create a school community where all students feel welcome and experience a sense of belonging.
2. Recommend detailed three-year action step plan for Strategic Plan Supportive Learning Environment Action Step 4: Establish fair and just processes and practices that set clear, meaningful expectations to create a safe environment while recognizing the humanity of all students and adults.
3. Review and suggest appropriate changes to the Code of Conduct.
4. Recommend procedures on the application of the Code of Conduct.

As to tasks 3 and 4, the passage of Illinois state law, Senate Bill 100, provided an opportunity for school administrators to rewrite the Code of Conduct and develop procedures to effectuate the letter and spirit of the law with the assistance of district counsel. This work was completed prior to the start of the 2016-2017 school year, as required by the bill. Thus, the recommendations set out below focus on the first two tasks. CCB acknowledges that there must be political will and buy-in from the entire school community for these action steps to be implemented with fidelity.

This committee specifically addresses two areas of our Strategic Plan. The first is Goal 2: Equity which states “OPRFHS 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,” and the second is Goal 3: Supportive Learning Environment which states “OPRFHS 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.”

The recommendations that follow fall into three general categories:

- Assessment allows us to take stock of where we are currently in terms of culture and climate at OPRFHS, and gives us the ability to move forward with a well-planned strategy to implement best practices for our school community.
- Voice acknowledges that opinions and suggestions of all members of the school community are welcome and encouraged while maximizing engagement among members of the school community. We acknowledge that no one group of stakeholders (students, faculty, families, staff, administration or Board) have all the answers to the school’s needs, and that we must rely on one another to create solutions that best meet the needs of the school community as a whole.
- Accountability ensures that we will continue to honor the traditions of our school while encouraging “those things that are best”, and that we will be “an ever-improving model of equity and excellence” for future generations.

The timeline for implementation of these recommendations is meant to be flexible, although it is the intent of this committee that the recommendations will be implemented no later than the dates set forth below. We acknowledge that the best-laid plans may need future modification, so once these recommendations have been adopted by the Board, the Superintendent may make recommendations to the Board to change the timeline and will provide a basis for the request. The Board may then vote to amend the timeline if it is deemed to be in the best interest of the district.

Additionally, the work of this committee must be ongoing because of the complexity of race issues, but also because this committee fulfills the requirements of 105 ILCS 5/10-20.14 which mandates that the district maintains a standing parent-teacher advisory committee which annually reviews discipline policy. The recommendations below are for the 2017-2018 school year. Recommendations for future years will be forthcoming pending the adoption and implementation of the revised Strategic Plan.

Mr. Arkin thanked everyone for the work of the committee, including Ms. Cassell, Ms. Dixon Spivy, and Dr. Gevinson and congratulated everyone. He asked if SB 100 was considered when these recommendations were made and the response was yes. He felt Restorative Justice was an ambiguous term and he wanted more specifics regarding its procedures versus the techniques the District is using. He wanted them incorporated into the discipline reports to show that this type of mediation exists. Ms. Dixon Spivy stated that once the audit is completed it will become part of the discipline report and the fiber of the discipline process. Ms. Hardin noted that it is difficult to quantify the number of things that go into things, as it is not just one correlation: It is an umbrella of support through the SIDS, the Counselors, the staff, etc. It is difficult to correlate 1:1.

Dr. Gevinson thanked the people on the committee and Ms. Dixon Spivy for running the committee and the planning team. His reflections on the recommendations came late and he suggested that any audit begin in the 1970's and include calling on retirees who were part of the discipline system. He felt looking at the longer history would be interesting and worthwhile. Previously there was a whole child discipline system where the "deans" had responsibility for the whole child, similar to Restorative Justice. He asked why the District went away from it in the 1990's to a discipline and non-discipline dean and then to what is in place today. Mr. Weissglass suggested bringing that recommendation back through the process to determine if it made sense. Would it be the committee to do the audit or would it be the administration?

Dr. Moore appreciated the work that had been done. She had hoped to see some action items that directly addressed the disciplinary disparities, such as the ones that PTAC had done previously such as doing away from dropping students from classes after having 4 unexcused absences, and that the process would start before the next school year so that by second semester actions could be employed for the 2018-19 school year. The length of time that the Board of Education has been aware of the disciplinary disparities and she pushed for a less flexible timeline for data collection piece to have accountability to make changes for

2018-19 school year. She cautioned that if the District were redefining or using its own terms for Restorative Justice (RJ) rather than those under the Department of Education's definition and recommendations, that should be clarified. From the whole child perspective and also as a district policy, there should be no confusion about the Code of Conduct and what things fall under that purview. Has there ever been training of Restorative Justice practices with the staff?

Ms. Cassell stated that much conversation had occurred about surveys and discussion groups and about allowing enough time to communicate the importance of the survey to students and the school's community. Action steps will arise from their results. The 5Essentials survey will continue to be administered because it addresses different data. Dr. Moore stated that the 5Essentials survey results were underutilized and it could contain some qualitative data to be used as the basis for focus groups, etc.

Mr. Cofsky thanked the committee members for their excellent work and he was glad to see this moving into action. He liked the approach put forth and the established foundation.

When this was first discussed, Mr. Weissglass had been hopeful that the process of taking PTAC and moving it to an 18-month process could move the District forward. He was thankful to the leadership team and to Ms. Dixon Spivy. While there is always a learning curve when a new structure is created, it sounds like it is working and needed to be continued. He was happy to see it dovetailing with the Strategic Plan work and that the Strategic Plan will include a recommendation to continue the committee. So far what has happened has been productive and it should continue as long as it has a unique contribution to the District.

Dr. Pruitt thanked Ms. Dixon Spivy for her leadership.

School Agreement

Mr. Weissglass moved to approve the two-year Agreement with Triton College, as presented; seconded by Dr. Moore. This agreement is about evening school between Triton College and OPRFHS. The contract is similar to previous years, although it includes additional language per attorney review and additional language to encourage more communication regarding scheduling of facilities in high use areas to ensure no double bookings. The Agreement covers the next two school years and expires June 30, 2019. Triton will vote on this contract on May 16.

Joint Board Meeting

Districts 90, 97 and 200 will have a Tri-Board Meeting at Roosevelt Middle School beginning at 7:00 p.m. on Monday, May 1, 2017. This will be a collective effort to create an inclusive school community and equity teams within each of the districts. OPRFHS will make a 7 or 8-minute presentation delineating the work it is doing as it relates to conversations around equity, noting that equity is not always equal. OPRFHS will present its professional development and its goals, the work that has been done by the Culture, Climate and Behavior Committee, and DEALT, and the care teams centered around equity and EOS.

This will be a Special meeting and town hall meeting. The districts will entertain questions from the broader community and the hope is to have deliverables that

would include better communication and better articulation, especially for District 200. Each Board will open its own meeting. Dr. Tony Smith, State Superintendent, will make an opening statement and Mr. Martire will give an update on funding. The Board clerk may organize the questions.

Equal Opportunity Schools

It was the consensus of the Board of Education to move forward with the contract with second year. Dr. Pruitt-Adams reported that in March of 2016, former Superintendent Dr. Isoye signed a letter of intent to participate in a multidistrict grant through the Illinois State m of Education to partner with Equal Opportunity Schools, an organization focused on closing the AP access gap for students not equitably represented in our AP courses. Schools selected for the AP Equity & Excellence Project receive technical assistance toward reaching annual goals of growing all AP programs to reflect fully our school's diversity while raising performance in those courses. On March 15, 2016, we were notified via email that the State of Illinois had been awarded the grant and which enabled D200 the opportunity to participate in the cohort of districts.

As a result, D200 has agreed to participate in the Lead Higher Initiative for the State of Illinois. There are 30 Illinois high schools and 240 schools in 18 states are working with EOS. When compared to the demographics of the school, students of color and/or low-income were underrepresented by 311 students. The 2016 – 2017 school year marked the first year of implementation of EOS for Oak Park and River Forest High School District. During the initial year, teachers and students were surveyed to identify students who have the potential to succeed in an AP course but who have not taken one. As a result of outreach to encourage students to enroll in AP courses for the 2017 – 2018 school year, 223 students enrolled. The cost for EOS for year two is \$6,500.00 per school. A copy of the MOU has been forwarded to legal counsel for review.

As equity is a central goal for OPRFHS, it is the belief that all students should have equitable access, participation, and performance in all areas of our programming. EOS provides support in helping the District to survey and identify students and in monitoring our progress towards the goal of increasing access to the AP program for all students. Currently, OPRFHS is at the stage in the process where it is identifying the specific supports for teachers and students; which will include summer professional development opportunities, ongoing curriculum writing support, and utilization of counselors as key advocates to guide students to AP courses. This effort supports the Board of Education's goal of developing a high-quality continuum of educational experiences for all students who attend the high school.

Questions/Comments/Responses.

1. Next year there will be 223 students of color registered in AP classes.
2. On Monday, 950 students will take 1900 AP exams.
3. OPRFHS currently has 2 sections of the summer AP Boot Camp for which counselors are actively recruiting in the 14-day model scheduled. The counselors are actively recruiting student and another section may run.
4. Content is less important than the generalized feelings.

OPRFHS is opting to take the client drive support pathway the second year which will allow it to pick the desired level of support from EOS. Because of the concern about how it was brought forward, the MOU will be shared with Faculty Senate.

Dr. Gevinson supported the renewal. He remembered previous programs where efforts had been made to move students up, i.e., Project Scholar and College Prep Scholar. Approximately 20 students would be assigned to Project Scholar for 2 periods with a complement of students would have been overridden in the class. The 20 students would gather with that same teacher every day. While expensive, it was successful, and students stayed in the honors and AP classes. He was concerned that the supports being presented would not be sufficient for students to be successful and the summer program would only have participation of about 50 students. EOS has said that lower class size is unnecessary but he felt it was necessary to success. He asked for that other supports be available and that a contract would spell out the expectations and different scenarios for parents and students. He believes this was a numbers' game. It was a number needed in order to have the same underrepresented students and then counsel as many students as possible into the program. He felt this was dangerous. Mr. Dennis had presented the Huskie Scholar Academy which outlined a number of supports to the Committee of the Whole. EOS provides a detailed report on research from the other schools and includes targeted tutoring, Saturday school, support during lunch time, conversations and supports for teachers around differentiation, creating culture and climate, support at the beginning of school year and opportunity for teachers and students to get together outside of class time with families and peers. The District will have a regular check-in process which will include connections with peer mentors and adults who have relationships with students and follow up with the teachers. The intent is to be proactive and responsive to what is happening. EOS has said that students have been successful with that support. EOS does start with a straight percentage that every demographic in school can be enrolled at the same level. Students report on their own beliefs, expectations, desires, views of academics, and, thus, it is not random.

What will success look like? How will it be assessed? What is the benchmark? EOS will say it is increasing the numbers. OPRFHS considers success as being the student who has the grit to see the course through and takes the AP exam. Historically, a self-imposed 4 and 5 score on AP exam has existed, but a student who has been leery of taking it and perseveres and gets a 3 score would be a success. The change in relationships among students and staff as it relates to the work; students want community and sense of belonging. Another success benchmark would be the number of students participating. The definition of success needs exploring for individual programs. Dr. Dixon Spivy had hoped for that information. Year 1 of EOS involvement was to identify students and year 2 was to see the benefits of that. After 2 years, OPRFHS is supposed to sustain on its own.

Dr. Moore needed more information, given the absence of data as to the initial report or information that is data. She was confused about the consultant's role when OPRFHS has in-house resources it could use. Mr. Rouse stated that OPRFHS has pathway reports as to how students were selected, has looked at

measures for belonging, and for ways to move forward with students to provide the experiences. Mr. Rouse wanted to use EOS as leverage. OPRFHS has been comfortable about making sure the EOS number is workable; it is not just about making a quota. If the Board of Education was not interested in doing this, it could be done differently. It has been a great way to begin conversations on mindsets and to support students and to get students of color who deserve to be in the classes. Dr. Moore stated that policies are in place about programs being data based and this is not; it is about ideas. She asked what EOS did in year 1 and what will it do in year 2. She continued that there are already models in the community, i.e. a math academy by the Hartons who have told their students by their senior year they would be taking AP calculus. She believed that the District was underutilizing the resources available in the community. She also did not want to underestimate the students; they can be enrolled in AP classes and, of course, they can get a 4 or 5 score. She struggled with this process.

In response to what was the high school's commitment to ensuring that every student can and will take the AP test. Mr. Dennis stated that the College Board and the State of Illinois do provide support for students on FRL and the Community Foundation has created an account for students who have proved hardship. The District is conscious of that and this spring the counselors identified those students. However, if more students take the courses and the exams than anticipated, more conversation will be needed.

Ms. Cassell stated that when the level of expectation is raised, the students will rise with them. She was hopeful that every identified student will succeed and that he/she will be supportive. Even without knowing the details of what EOS has done, 233 more students are going to be in AP classes. Her personal definition of success is that more students of all colors will be in AP classes and OPRFHS will have a culture that all students will succeed without lowering class size.

It was the consensus of the majority the board members to move forward with the second year of EOS.

IMAGINE OPRF This discussion had been removed from the agenda.

Strategic Plan This past January all who previously had been involved with strategic planning were invited to develop implementation plans for the goals in the approved plan. The roughly 30 stakeholders who participated in this latest effort were divided into six teams, aligned with the six goals of the plan: Holistic Community Education, Equity, Supportive Learning Environment, Transformational Teaching and Learning, Transformational Leadership, and Facilities and Finance. The teams developed several strategies and action steps in their respective goal areas.

A draft copy of the Strategic Plan was included in the packet. The Board also has draft Board goals to consider, which are meant to align with the goals of the plan. Dr. Pruitt-Adams asked the BOE to consider the following:

1. As the Board is reviewing the plan over the weeks to come, other stakeholder groups will be reviewing it as well, including faculty, staff,

and the District Equity Leadership Team. An email address was given to faculty and staff to provide feedback by May 8 and on May 17, Dr. Pruitt Adams will address Faculty Senate.

2. This plan will be a living, working document. After approval, as the administration delves into the work of enacting the implementation plans, assignment of ownership and accountability for each strategy may change.
3. The action steps in the implementation plans are fairly broad. The owners will need to further develop these action steps into project plans with resources identified, deliverables articulated, and timelines developed.
4. A reporting process will be developed to apprise key stakeholders on the status of the strategies, action steps, and deliverables working the draft and first level of feedback.

If all of the feedback is not processed by the May Board meeting, it will be brought forward in June.

Dr. Pruitt-Adams reviewed the action steps, deliverables, target completion dates and the owner of them under each of the goals and strategies in the packet.

The feedback received relative to each subgroup was recorded as to where it fell from the original plan, where it submitted to deliverables and where it was tied to a smart goal and it could be listed somewhere else. This was not an exact science. Some critical pieces were missed, i.e., the birth piece (the work occurring with the Collaboration of Educational Care and moving up to AP classes, etc.

Faculty Senate has questioned whether this was moving too fast and it had questions about standards-based education? Equity lens and removing barriers for kids? This is a first step. The feedback will make the document better. The smart strategies will be time bound and they will be made measurable.

An email link for the community to give feedback is [Strategic Plan Feedback@oprfs.org](mailto:Feedback@oprfs.org). The community will be alerted through HuskieMail.

This is an update. While the process was opened up to everyone, there was a concern that this was moving too aggressively. However, the people who decided to stick with it worked hard, did their homework assignments, and did not complain. DLT stepped up and Dr. Pruitt-Adams sent special thanks to Mr. Carioscio and Ms. Sullivan who developed the PowerPoints, brainstormed with her, created agendas, and picked up leading the meeting that she was not able to attend. This is not my work, but the work of the group and they continued in my absence. It is a team effort. Ms. Dixon Spivy thanked her for the tremendous work and she excited about the possibilities. She acknowledged the work involved and more work to be done. While the team was fabulous, this would not have started without you.

Dr. Gevinson was also appreciative and asked if the team would be going forward. That is something that needs to be decided. Ultimately the Superintendent is responsible, and DLT will have responsibilities, but timelines

need to be delineated as some are too aggressive and others not aggressive enough. Right now each DLT member has a group. People on the committee are delineated by virtue of where they were initially. Some of those individuals will want to stay a part of the community, but others will be invited as well. People who have responded to IMAGINE OPRF and varying skillsets that will help monitor this work and report to the Board. An example was Dr. Duffy who returned to work on TTL. When accountability meetings occur, evidence matrixes will be presented and it will be an opportunity to go through the data and critique that information. Joint leadership is critical. In June she will ask for the Board of Education to approve this document as a working document as it relates to accountability, CBA, verbiage, etc.

Dr. Moore stated that the approach of shared leadership and distributing the tasks and accountability over the staff is wonderful and the accountability piece is helpful and hopeful as well as the model for doing the reporting and doing benchmarks. Dr. Pruitt-Adams stated that the staff who was on the original committee but were not working with them now that their important and she encouraged them to provide input. While not everyone's word or idea may appear, what needs to move the District forward needs to be known.

Mr. Cofsky stated that the Committee of the Whole had asked that this be updated. This is something that was started when he first came to Board of Education and it is important that it is thought of as a working document. This is a confirmation that the direction the District is heading is the direction he was hoping to see. It would always be a working document and gave him a great sense of accomplishment.

Mr. Arkin thanked her and the team. He felt comfortable that the process is moving forward. He personally appreciates it and was heartened by what Dr. Pruitt-Adams had said. Strategic Plans needs owners or champions of the goals and the action steps, but those people have to be able to collaborate with the other people in those areas to get something done. He appreciated her work. I looked forward to seeing the process evolve.

The Board of Education was asked to send their comments on the plan to Ms. Kalmerton.

District Reports

Mr. Weissglass noted that Dr. Moore is the liaison to PTO. Also, both he and Dr. Gevinson would have had liaison responsibilities in May.

At 10:24 p.m., the Board of Education recessed open session and returned to closed session. At 11:51, the Board of Education resumed open session.

Adjournment

At 11:52 p.m., Dr. Gevinson moved to adjourn the regular Board of Education meeting; seconded by Mr. Weissglass. A voice vote resulted in motion carried.

Jeff Weissglass
President

Sara Dixon Spivy
Secretary