

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

Committee of the Whole Meeting
April 17, 2018

A Committee of the Whole Committee meeting was held on April 17, 2018. Dr. Moore called the meeting called to order at 6:33 p.m. in the Board Room. Committee members present were Fred Arkin (attended telephonically), Matt Baron, Jennifer Cassell, Thomas F. Cofsky (attended telephonically), Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy, as well as Dr. Joylynn Pruitt Adams, Superintendent; Greg Johnson, Assistant Superintendent for Curriculum and Instruction, and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.

Also present were Tod Altenburg, Chief School Business Officer; Michael Carioscio, Chief Information Officer; Nathaniel Rouse, Principal; Karin Sullivan, Director of Communications and Community Relations; Dr. Gwen Walker-Qualls, Director of Pupil Support Services; and Amy Hill, Director of Research and Assessment.

Visitors Steve Schering of the Oak Leaves; Lisa Pintado-Vertner and Roxana Sanders community members; OPRFHS Faculty and Staff Kris Johnson, JP Coughlin, Jonathan Silver, Jeff Bergmann, Fred Pruess, Susan Johnson, and Jonathan Weintraub; Rob Wrobbles of Legat Architects; and Lincoln Chandler, educational consultant.

Public Comments

Approval of Minutes

Ms. Dixon Spivy moved to approve the minutes of March 17, 2018, as presented; seconded by Ms. Cassell. A voice vote resulted in all ayes. Motion carried.

Residency Report

The Residency Report documents included the following: Total number of cases for the 2017-18 school year; Cases investigated by the District Investigators (D/I's) and the Registrars; Total cases cleared; and Total cases pending.

The 245 individuals turned away for the 2017-18 school year were denied for the following:

- Expired leases with insufficient proofs of address or fraudulent proofs of residency. Databases were checked to verify information, home visits and/or landlord verifications were conducted.
- In some cases, the family had moved once the old had lease expired. The number of fraudulent leases increased.
- Live-in situations which were determined invalid once home visits were conducted.
- Calls were also received from other schools or community members that some students attempting to enroll did not live in the District. This information again was verified with database checks and home visits.
- Landlords also informed the District that their tenants had moved out of the District.
- Claims of guardianship had been determined invalid once database checks and home visits were conducted.
- Returned mail prompted was a red flag that families had moved out of our district.

The majority of the students that were denied were attempting to transfer from Chicago, Forest Park, Maywood, Berwyn, and Bellwood.

Assistant Principal of Student Services Jennifer Hoffmann supervises the team of the Registrar and Residency Coordinator, Toulia Boznos and Gabriela Martinez, and District Investigators (D/I) Frank Kennedy and Elizabeth Dickson. As families came in during the residency verification days in June of 2017, the information submitted online was reviewed and was compared against the residency documentation provided. With the effective and experienced help of the team and additional clerical and D/I support, the District was able to clear the majority of our families as well as identify potential cases that needed to be followed-up.

Over the 2017-18 school year, 1,102 cases were identified that needed further investigation. Follow-ups may have included from the Residency Coordinator/Registrar and the D/I's. Some of the strategies used include follow-up phone calls with families, landlords, and previous schools, public database checks, home visits, interviews and surveillance. Cases cleared number 837, and thus 245 students were refused enrollment, the highest number of fraudulent cases. As the data shows, the Registrars were able to determine the approval/denial of many of these cases on their own. Because the Registrars were able to work more independently, the D/I's were able to investigate cases that required more fieldwork. The District continues to perform its due diligence in verifying residency of its students. Anonymous tips and returned mail are the red flags that result in residency checks.

Mr. Rouse appreciated the work of Mike Carioscio, Jennifer Hoffmann, and Gabriella Martinez to help in streamlining the process by creating an online residency process for families.

Fall 2017 PSS Team Report

The PSS Team Report included in the packet replaces the Student Discipline Reports previously presented. This report deeply analyzes the data. The key questions for this report are: 1) what infractions occurred? 2) Which students were involved? 3) How did OPRF respond and engage in PSS? How did students accrue tardies?

Eighty-four percent of the 2,266 infractions were related to attendance and detentions. Only 16% of the infractions were related to behavior: 1) 151 Level 1 infractions (e.g., unauthorized cell phone use, disruptive behavior), 144 Level 2 infractions (e.g., gross misconduct 1, active defiance, aggressive physical behavior), and 124 Level 3 infractions (e.g., gross misconduct 2, fighting, bullying). On average there were 25 behavioral infractions per week.

Slide 7 included a chart that showed student enrollment versus infraction by race. It showed that 54% of the total White population had 23% of the infractions, and 24% of infractions (excluding A/D). And, 22% of the total Black population has 51% of the infractions and 54% of the infractions (excluding A/D).

Slide 8 showed that male students had 65% of all infractions and that gender difference was highest for white students (72% male) and lowest for multiracial students (54% male). For Non-Attendance/Detention infractions by gender, the data showed that 76% were male and that the gender difference was highest for white students (82% male) and lowest for multiracial students (61% male).

Slide 9 showed that male students incurred 76% of all non-A/D infractions and gender difference was highest for white students (82% male) and lowest for multiracial students (61% male).

Slide 11 showed the students by highest level of infractions totaling 931 of which 27 percent of OPRF students recorded an infraction and 264 students had non-A/D infractions (less than 8 percent of OPRF student body).

Slide 12 showed the number of students with infractions by frequency (excluding A/D). The number of students with one infraction was 184, the number of students with two infractions was 48, and the number of students with three infractions was 19, and those with 3 or more infractions was 13.

White 16% Multiracial 29%
Black 52% Asian 15%
Hispanic 34%

White 4%	Multi-racial 7%
Black 16%	Asian 2%
Hispanic 8%	

Slide 16 showed that IEP students comprise 22% of students with infractions and 29% of students with non-A/D infractions.

Prevention: Academic Counseling, College/Career Group Counseling, College/Career Counseling, and Social Work Classroom

Intervention	Academic Group Counseling, PSS Discussion/Plan, Home Visit, Re-Entry Meeting, IEP/504, SID Check-in, Mediation, SID's Office Visit, Outside Agency Referral, Social Work Group, Parent Office Visit, Social Work Services, Parent Phone Conference, Teacher Contact, Personal Social Counseling Teacher/Student, and Personal social group.
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Slide 19 it showed that there were 871 PSS Interventions/Notes. The Guidance Tab in Skyward is used to track prevention and intervention efforts. This information is housed outside of the current Skyward discipline referral system. Note: nearly a third of the infractions were not linked to the standard set of discipline consequences. Conferences with SIDs and other staff were the most common alternative to detention and suspension.

About tardiness, over 9,700 tardies were recorded in the fall of 2017 (over 128 per day), with the majority (66%) occurring in the first period. On average, tardies are noticeably higher on Wednesdays, especially Late Arrival Wednesdays. And, 55% of OPRF students were tardy at least once; 21% had five or more tardies. Distributions within racial groups vary, but students of color accrued higher tardy counts than white students. The number of Black students with tardies is disproportionally high relative to the student body. Distinct groups of students accrue tardies exclusively the first period, or exclusively after the first period. Students get first-period tardies at a rate more consistent with the racial makeup of the school. Excluding the first period, Black students accrued the bulk of the tardies.

Each quarter students' tardiness records reset. Mr. Rouse noted that inconsistencies existed in identifying who is tardy and who is not. Some teachers may not feel marking someone tardy is as important as that of taking attendance. The administration will use this data to affirm which classrooms have the most tardies. Teachers have less discretion because the HERO system does not allow excused tardies first period, only absences. Questions were raised about the causes. Is it because of inconsistent enforcement, unconscious bias, SID intervention, etc.? SIDs get involved when a student has many tardies. The student's circumstances are discussed by the PSS Teams (which include three counselors, a social worker, Assistant Principal, and the RiT/Reading Interventionist). The Early Warning System tracks attendance, discipline grades, etc. and is reviewed each month for red flags.

Additional inquiries included 1) How does this report address the issue of race; 2) How can the connection of interventions and different systems such as skyward occur; 3) What strategies can be used to reduce tardiness? 4) Why continue to use detentions as a deterrent if they do not reduce tardiness? Detentions take away from instructional time. The administration has discussed encouraging student behavior via videos, showing the importance of moving quickly, gathering student input and, thereby, creating a culture of the importance of being on time. These strategies were discussed in the Culture, Climate and Behavior Committee as well.

Interactions with students can include a two-minute conversation, a home visit, mediation, PSS Team review, 504 Plan, college planning, social worker, and follow up conversations, etc.

One member felt this was a matter to be resolved with Restorative Justice Practices. Being tardy is a disservice to the students and their classmates. Conversations about this should be held with both the teachers and the students.

SEL Pilot Update

This report will come forward at another time due to the presenter being ill.

Presentation of Stipend Review Committee Proposal 2018-19

It was the consensus of the Committee of the Whole to recommend that the Board of Education approve the Stipend Review Committee Proposal at its regular April 26, 2018 meeting.

The Stipend Review Committee comprised of Susan Johnson, John Stelzer, Mike Carioscio, Michelle Bayer, Linda Carlson and JP Coughlin prepared a proposal for stipend additions and changes for co-curricular activities for the 2018-19 school year. The Committee vetted several stipend proposals for the 2018-19 school year and discussed possible stipend reductions. The recommendation is being made to add three new official clubs for an increase of \$6,504, and to provide an additional stipend for a current group for an increase of \$3,195. The Committee is recommending a decrease of \$5,363 for current clubs with low participation. The final increase to the stipend budget requested is \$4,336 for the 2018-2019 school year. Last year, the Board of Education approved \$23,375 of additional money for stipends. Details of this year's recommendations were included in the packet.

While the Hip Hop Club will continue to run, the stipend will be reduced as the enrollment of students in this club has decreased.

Discussion ensued about the need to combine clubs around common ideas to increase diversity. Women's Leadership wants more diversity and SAFE would fit with it perfectly. It is important that the school be intentional in its outreach to students. Presently, the school surveys students as to what types of clubs and activities are of interest to them so that pilots can begin. The administration can suggest that SAFE and Women in Leadership students could intermix and publicize their groups as the same was true with Student Council and

BLU. Student Council had taken some steps in previous years to unify groups, and it should be included in the conversation.

The diversity of the clubs will be added to the report for the regular Board packet.

Presentation of 10-Year Life Safety Report

It was the consensus of the Committee of the Whole to recommend that the Board of Education accept the 10-year Life Safety Report at its regular April 26, 2018 meeting.

Every ten years, each school district is required to survey its school buildings and effectuate any recommendations in accordance with 2-3.12, the Health Life Safety Code and 23 IL Adm. Code 180, Sections 180.320. The 10-Year Life Safety Report must be completed by the District's architect of record, Legat Architects.

Four priority codes exist: A – Urgent: must be completed within the next year B – Required: must be completed within the next five years C – Recommended: should be, but not required to be completed prior to the next 10-Year Life Safety Survey D – This code is no longer used All items listed on the 10-Year Safety Survey Report – Violation and Recommendation Schedule are Priority B which must be completed within the next five years. The estimated probable cost for completing the items on the survey over the next ten years is \$5,038,140. Many of these items can be done in-house by the Buildings and Grounds staff, while other items may require outside specialized labor.

The work on the PA system has to do with an overhaul of the master notification system. The present disaster alert system was installed in 1967 and is only heard in the hallways, classrooms, and offices. The fire alarm system has a mass notification piece that is only tied to hard and soft lockdowns. They are supposed to communicate with each other, but they do not always work. If the new system were in place, more devices would be installed. The cost is \$3.1 million.

After the Board of Education accepts the report, the administration will prioritize the work. The Board of Education will review this work every year when summer construction projects are presented as well as the IMAGINE projects.

The Life Safety Report is a high-level overview of financing regarding Life Safety. OPRFHS levies \$500,000 per year and now has a balance in the Life Safety Fund of approximately \$2.5 million because of the anticipation of what this survey may provide. The State requires an upload to its site of the violations and drawings that document life safety. The Life Safety report describes everything in the building. Acceptance of this report and uploading the components will complete the Life Safety process as far as the state is concerned.

A suggestion was to use the term “replace” versus “upgraded and repaired” for the PA system. Legat took the high-level approach to estimating the PA system as it believes coverage is poor as not everyone can hear the emergency information every time. The system is 40 years old. The report takes into consideration a worst case scenario, but the Board of Education is not required to do that. Legat must certify to the state how much money was spent. Some committee members asked for more clarity about this work.

Presentation of Timeline for Architect of Record

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approved the Timeline for the Architect of Record at its regular April 26, 2018 Board of Education meeting.

After the summer 2019 construction work is complete, the District has the option to select an architect of record via a Request for Qualifications (RFQ). It is important to follow this timeline to have the architect of record onboard and keep the Summer 2020 design work on schedule. The timeline is as follows:

2018	Action
June 1	Send out RFQ for District architect of record
July 18	RFQ's are due
July 25–27	Review RFQ's to identify short list of three firms
August 6 – 10	Interview short list of firms and narrow down to one finalist
August 15 – 17	Interview with finalist to negotiate fees
September	Present recommendation for District architect of record at Committee of the Whole meeting
September	Board of Education approves District architect of record

Involved in the process will be the Director of Buildings and Grounds, the Construction Supervisor, the Chief School Business Officer, Faculty Senate, and the Board of Education.

Presentation of Summer 2019 Capital Improvements and Legat Contract

It was the consensus of the Committee of the Whole members to recommend that the Board of Education approve the Summer 2019 Capital Improvements and the Legat Contract at its regular April 26, 2018 meeting.

The contract is for the Summer 2019 Capital Improvements only. Legat Architects has been the District's architect of record since 2010. With their help, the District has been able to complete the summer construction projects on time and within budget. Attached were the fee calculations, contracts and supporting documents for the summer 2019 construction projects.

The scope of work includes:

1. Cross-connect chillers (Energy Savings)
2. Remove and replace CUH's, FCU's multiple areas including entrance #4
3. Remove and replace rooftop exhausts (4)
4. Replace AHU-A1
5. AHU-B6, Auditorium
6. Replace Condensate / Vacuum pump Boiler Room
7. Replace AHU's B7 Stage, D1 1 East Gym, D2 Dance studio, excludes controls
8. Migrate lighting control from Primex to BAS
9. Replace electrical feeders (TBD)
10. Replace projectors (TBD)
11. Replace security cameras (Phase 3 of 5 phase process. Upgrading for resolution purposes only)
12. Phase 2 Athletic West field work
13. Remove ceiling 1 East gym, New lights, New diffusers, Insulation work
14. Remove/replace ceiling system, lights, diffusers in Dance / Gymnastics G35
15. Exterior masonry Field House South facade
16. Exterior masonry field house North / South parapet walls, penthouses
17. Exterior masonry field house East parapet wall
18. Exterior masonry 4th-floor South facade
19. Replace Condensate / Vacuum pumps West Pool, East Pool, Passage 079, Fan Rm 035, Fan Rm 041

Legat Architects Contract and A/E Fee Calculation for the Summer 2019 Capital Improvement work is \$280,138. These fees are based on the 2019 estimated scope of work which is valued at \$4,102,933.

The Director of Building & Grounds welcomes feedback regarding the IMAGINE OPRF work. However, some masonry work has an immediate need, because water is penetrating some walls. Once the recommendations from IMAGINE are received, the District can readdress and prioritize one bucket over another. Presently the District has a long-range, capital improvement plan until 2022.

Presentation of Nationwide Environmental Contract for Summer 2018

It was the consensus of the Committee of the Whole members to recommend to the Board of Education approve the Nationwide Environmental Contract for Summer 2018 for \$42,205 for asbestos abatement services at its April 26, 2018 meeting

On November 16, 2017, the District opened bids for performing asbestos abatement services as part of the upcoming 2018 capital improvement projects. Nationwide Environmental was the low bid out of seven bidding contractors. The base bid range was from \$42,205 to \$93,450.

Mr. Pruess explained that the remainder of the air handling systems were being replaced and the piping, floors, etc. have asbestos. Asbestos is being removed as the District moves through the mechanical rooms, only removing it where the pipes come into the rooms. Walls are not being opened up; however, if a wall is opened, the asbestos is abated. The process cannot stop. The IDH and environmental contractor are responsible for filing the documentation and monitoring the air for a safe environment. Pekron has for many years evaluated what is “hot” with asbestos by taking samples of the floor, adhesives, etc. and sending them to labs.

Presentation of Pekron Consulting Proposal for Summer 2019 Asbestos Abatement Services

It was the consensus of the Committee of the Whole members to recommend that the Board of Education approve the professional services of Pekron Consulting at its regular April 26, 2018 meeting.

Note: Districts are not required to go out for bid for professional services. Pekron works directly for the District and its fee has been consistent.

Presentation of Proposal to Resurface Tennis Courts Summer 2018

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the proposal from Pro Track and Tennis, Inc. at its regular April meeting. Resurfacing all eight courts will cost approximately \$52,000.

Last year at the April Committee of the Whole and Board of Education meetings, discussion ensued about tennis court replacements. Due to factors such as the high-cost estimate and the fact that Imagine OPRF was about to begin its facilities study work, the decision was made to hold off replacing the tennis courts at that time. However, within the past year, the tennis courts have deteriorated and are in need of immediate repair.

Pro Track and Tennis, Inc., a vendor that specializes in tennis court repairs, was contacted about the condition of the courts. It came back with a proposal to install NOVA Sports Color Coating System to the eight courts. According to the proposal, all areas needed will be patched, and cracks will be filled. The Armor Crack Repair System carries a five-year warranty.

Presentation of Board of Education Budget

Each year a proposed budget for the Board of Education is presented to the Committee for review. The proposed FY 2019 Board of Education budget represents a decrease of 18.4% or \$106,630 compared to the Adopted FY 2018 Board of Education budget. Additionally, when compared to fiscal year to date actuals (thru April 1, 2018) the Proposed FY 2019 Board of Education budget represents a decrease of 41.3% or \$238,612. Finally, the Proposed FY 2019 Board of Education does not include any numbers for Imagine OPRF.

For FY 2019, the budget for Imagine OPRF will be separate from the Board of Education budget.

Several members wanted to see its budget reduced and wanted to discuss this further. Dr. Moore stated that it could be a subject for the Board retreat. The budget will be reviewed again at the May 15, 2018 Committee of the Whole meeting.

Presentation of Audit Engagement Letter

It was the consensus of the Committee of the Whole to recommend that the Board of Education approve the Audit Engagement Letter from Baker Tilly Virchow Krause, LLP at its April 26, 2018 meeting.

The cost of the audit last year was \$57,505. The proposed cost of the audit for fiscal year ending June 30, 2018, is \$60,995. The total increase is \$3,490 or 6%. Of the total 6% increase, Baker Tilly Virchow Krause charges an additional 3% each year for labor. For next year, there is an additional 3% for the implementation of the newly amended GASB 75 – Retiree Health Care Valuations. The retiree health care valuations used to be done every other year. GASB 75 has now been amended, and the retiree health care valuations must be done annually. Baker Tilley has worked for the district for several years and thus is familiar with the District and has a good relationship with it. Policy 4:60 does not speak to any kind of rotational procuring of professional services; it is dependent on the administration’s recommendations. The Baker Tilley team that works with the District changes every year. The reason to go out for bid for these services would be if the firm were non-responsive or inefficient.

Baker Tilley had assisted the District when the audit deadlines were looming.

At 8:40 p.m., the meeting recessed and resumed at 8:51 p.m.

Dr. Pruitt-Adams introduced Roxana Sanders as the candidate for the Director of Human Resources position. Ms. Sanders was identified as the top person for this position at each level of the interviewing process. Ms. Sanders has much experience in some of the areas OPRFHS has faced. The Board of Education will vote on Ms. Sanders’ appointment at the Special Board meeting following this meeting. Ms. Sanders thanked Dr. Pruitt-Adams for the introduction, and she appreciated the chance to be a part of OPRFHS. She was very impressed with the people she had met through the interviewing process. She is deeply passionate about educational equity, and she is writing her dissertation for her doctorate on it.

Presentation of Enrollment Projections

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it accepts the 2018 Kasarda enrollment projections study at its regular April 26, 2018 meeting.

The District had employed Kasarda to do the enrollment projections this year. OPRFHS had used Ehlers and Associates since 2011, but they no longer have the expertise of a demographer. Both Districts 90 and 97 use Kasarda. Mr. Kasarda uses a best, probable, and worst case scenario. Series A is if enrollment projection turnover and existing housing units and family migration are less than anticipated, Series B occurs as anticipated, or Series C enrollment explodes. Mr. Altenburg chooses Series B. For the most part, the Ehlers and the Kasarda’s projections match, except for the special education numbers. Note: enrollment numbers are self-reported in Districts 90 and 97. District 90 includes special education within the grade levels and does not break them out as does District 97. While Special Education enrollments from the feeder districts are increasing and the dip in enrollments noted in District 97 was unexplainable.

Non-Certified FTE Requests

Each year DLT brings forward requests for additional 2018-2019 staff to meet operational needs. This process began with compiling a list of all requests from both building- and district-level administrators. The total of requests on this initial working list was roughly a dozen, ranging in FTE from 0.2 to 1.0.

DLT is mindful of the Board's concerns about the impact of any staffing requests on taxpayers. It appreciated the questions about last month's certified staffing requests and used them as guidance in evaluating the support for operational requests. These questions included: What other ways of covering this need have been explored? How do other districts handle this proposed position, and at what cost? How will the need be met if this position is not approved? After stringent review, we are bringing to the Board the three requests below.

Dr. Pruitt-Adams stated that when DLT brought the certified FTE requests, it heard the Board of Education speak on the financial aspects for taxpayers. The three positions (Social-Emotional Learning and Restorative Justice Specialist, Communications Specialist and Engineer) being brought forward was reduced from an original list of 15 positions. DLT is charged with implementing the Strategic Plan, the CCB recommendations, the state's requirement under the evidence-based model in closing the achievement gap and addressing the needs voiced by the community.

Social-Emotional Learning and Restorative Justice Specialist

Research shows that in addition to instructional coaching, social-emotional learning (SEL) has the greatest impact on improving student achievement. The strategic plan recognizes the importance of SEL, and this request is a direct outcome of Goal 3/Supportive Learning Environment: OPRF High School will create learning environments that support the unique strengths and needs of each and will provide a system of supports to meet the evolving needs of all students. While a variety of current staff members, such as counselors and social workers, have job functions in the realm of SEL, the District does not have the capacity to develop and implement a systemic SEL plan. This new role would be responsible for developing such a plan, then creating an infrastructure of conditions, culture, and competencies to guide the SEL and restorative justice practices that will directly impact students.

Mr. Johnson stated that the District is inconsistent as to how interventions are implemented. A thorough evaluation of the SEL Pilot was prepared in 2016, and it had been used to inform how that work evolved. A need was identified in the evaluation to start the communication relative to SEL needs.

Dr. Walker-Qualls reported that the SEL team debated on whether these tasks could be completed in-house and three-fourths of team felt a specialist was needed. The SEL Committee has a difficulty finding the time to meet, and yet when it did, many wonderful, unknown interventions were discovered. The proposed specialist would develop and implement the tools, and hold people accountable. At this point, no real level of accountability, data collection, and utilization exists. Interventions are teacher-directed or administrator-directed. The students' voice is needed. The model being recommended follows the one that the Hinsdale school district is using. The curriculum is taught in health classes, in Academic Strategies classes, and on late arrival days. An experienced clinical psychologist, or social worker, or teacher in this work is needed. It would start with administering a survey to freshmen about their social-emotional well-being. Other grades would be surveyed about their feeling of a sense of belonging. Everything is data driven. While the District has data, it needs to be interpreted and connect with those students experiencing mental health issues and align them with community resources. The curriculum has a parent component to talk about the language used at the school. Yale has a curriculum and provides personal training on how to talk about their feelings. Training for teachers and security staff is included as well as cross-collaboration with other committees. Many strategies in the CCB recommendations are tied to Restorative Justice. This person could facilitate when a student is within a range to meet with the social worker and the nurse per the new SEL legislation. This proposal is not a special education initiative; it is a school-wide initiative.

Several committee members saw the need but were concerned about adding another FTE. The administration noted that it had considered what would be the best use of resources and have the most impact in the community. Discussion ensued about using this person to train others to change the culture thereby making this position a somewhat temporary position. The position could be posted after the April 26, 2018 approval at the Board meeting. Only the best person for the job would be hired. Regarding the issue of timing relative to

this position, it was noted that currently, the District is hiring a similar position, clinical psychologist, and over 100 applications have been received.

The CCB recommendations include retaining an RJ professional, conducting an audit, working with staff, have a systemic implementation of RJ practices. There was confusion by some members as to the differences in the positions. Dr. Walker-Qualls stated that this position would complement that position as its focus is social-emotional learning. RJ includes peer mediation, etc. The Yale program focuses on social-emotional learning and includes a vocabulary which can be used with RJ. Students and teachers can build on that.

Concerns continued to be expressed about someone in the building would already be able to assume these responsibilities. Dr. Walker Qualls felt the District was at capacity. It was noted that District 97 has three schools where teachers are being trained on RJ and peace circles, meeting 2x per week and implementing time in the classroom. A concern was expressed about continuing to talk about assessing OPRFHS's need and students continuing to feel disconnected. Models already exist; the school does not need to reinvent the wheel. An example was given of Urbana high schools going to a workshop and then starting the work. It was intentional about collecting data and it became a school-wide effort. While all of this is necessary and the hope was that by next semester students would understand peace circles and security staff would be trained in mediating differently, a system-wide solution, the information feels preemptive to CCB recommendations. An opinion was expressed that the District is administratively top heavy. At the end of the day, it is about what is best for students and reducing the achievement gap, discipline, and increasing a sense of belongingness. How could this be accomplished in a way that is not person dependent? Dr. Walker-Qualls will provide information as to how this would be rolled out to have better results, i.e., how a person would orchestrate this.

Communication Specialist

Ms. Sullivan though reluctant to ask taxpayers for more money, she serves the internal audiences of the school, and the parents are happy with the communications. However, the River Forest communication survey showed the District needs to reach a broader community. OPRFHS needs a branding project, storytelling through video, a robust social media program driven by analytics. Ms. Sullivan also navigated the listening tours of IMAGINE.

It was reported that Community Council and P4SS expressed the same sentiment and were supportive of this type of position. P4SS needs to speak to all of the families, but in particular, non-native speakers.

Dr. Pruitt-Adams noted that she is frequently asked by parents if they can go online to see something and have suggested videotaping and posting every parent meeting. Posting online is another avenue for reaching people of color. If the Board continues to talk about having town hall meetings and engaging the community, the DLT feels this position to project the District.

Mr. Arkin, who had previously brought up the conversation about communication, felt that while Ms. Sullivan was doing a yeoman's job, she was stretched thinly. However, he wanted more discussion before moving this along. Mr. Baron felt the position was long overdue and that it was a reasonable rate that would attract a quality person and it is a great investment. He was sympathetic to how much Ms. Sullivan does. When challenges arise, it is part of the bigger picture of dealing with negativity. More comprehensive discussions can help staff think through story ideas to amplify. It is about creating a DNA in awareness if covering the stories.

Engineer

The District is spending \$50,000 per year on overtime because the third shift is uncovered for the mechanicals. The purpose of this position is to be proactive to protect the investments in the building. This salary would be paid for out of the Operations & Maintenance Fund.

Third Quarter Variance Report

Per the guidelines described in Board Policy 4:20 – Fund Balances, on page 1 of the policy under A4, it states, “The Board shall require quarterly variance reviews and obtain explanations of significant variances from budget to actual at the major category level.” Attached is the Third Quarter Variance Report for Fiscal Year 2018. This Variance Report looks similar regarding format to the one that was presented at the Committee of the Whole meeting on January 16, 2018. The comparison from last year shows that the District is expenditures as similar.

Policies for First Reading

It was the consensus of the Committee to recommend to the Board of Education that the policies for first reading be approved at its regular meeting on April 26, 2018.

Action and Policy	Explanation
Policy 6:50, School Wellness	PRESS has rewritten this policy. The Board’s attorney has reviewed and agrees with this version. The options are not recommended.
Policy 7:10, Equal Educational Opportunities	The District is recommending the additional language under Gender Equity.
Policy 7:270, Administering Medicines to Students	Press recommended the amendments to the policy if the board choose to implement an undesignated opioid antagonist program that informs the community that the Ill. Dept. of Human Services is authorized to create a website about opioid prevention, abuse, public awareness and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment resources concerning substance abuse treatment resources pursuant to 20 ILCS 301/20-30, added by P.A. 100-494 effective June 1, 2018. OPRFHS has no such program
Policy 7:275, Orders to Forgo Life-Sustaining Treatment	While PRESS recommended including in this policy specific individuals to the multidisciplinary team, legal counsel suggested that the naming of certain individuals may make convening meetings difficult and suggested alternative changes in order to preserve that flexibility. Thus, Legal counsel made the suggested changes. While not included in the language, legal counsel recommends that, as a practice, the District memorialize in writing the guidelines agreed upon by the team, and have the parents confirm in writing (perhaps through signature) their agreement with them. The District will develop procedures that will align with this policy.
Policy 7:305, Student Athlete Concussions and Head Injuries	Legal counsel has reviewed this policy and made the amendments necessary to be in compliance.

Regarding Policy 7:10, it was noted a slight change and the procedures would be presented for information only at the April 26, 2018 Board of Education meeting. The procedures were developed after input from students, faculty, staff, non-certified staff, surveys, a representative from Rape Victim Advocates, etc. They reviewed information and procedures from multiple school districts, including Chicago Public Schools, and information from the Department of Education, etc. The addition to the policy is in alignment with the procedures to be presented publically.

Future agenda items

A discussion ensued about being proactive versus reactive about Participant Media and the campaign of *America to Me*. DLT has started the conversation, and Dr. Pruitt-Adams spoke with Carolyn Henderson about administrative representation on the advisory board. Ms. Henderson felt Dr. Pruitt-Adams role would be direct contact with STARZ to about potential screening to address staff, community, and students. Once more information is available, a deeper discussion can occur. Community Council noted a desire to digest the “what now” and “what have we learned”? Dr. Moore was asked to be part of the advisory committee which will allow her the input regarding a national curriculum, and it will provide an opportunity of a preview of what the school can do to prepare for a wide variety of the stakeholders. What is helpful is that the scope is broader than just Oak Park and River Forest. Participant Media will develop tools to present in community forums etc., and Steven James has been intentional that this is about teachable moments and how to come to action. Information needs to be made available this summer and schedule screenings. The film has a late August release date.

Adjournment

At 10:02 p.m., Dr. Moore moved to adjourn the meeting; seconded by Mr. Baron. A voice vote resulted in all ayes.

Submitted by Gail Kalmerton
Clerk of the Board