The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, June 28, 2018, in the Board Room of the OPRFHS.

**Call to Order**  
President Moore called the meeting to order at 6:35 p.m. A roll call indicated the following Board of Education members were present: Fred Arkin, Matt Baron (arrived at 7:30 p.m.), Thomas F. Cofsky, Craig Iseli, 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.

**Secretary Pro Tempore**  
In Board Secretary Cassell’s absence, Dr. Moore nominated Mr. Arkin as Secretary Pro-tempore; seconded by Ms. Spivy. A voice vote resulted in motion carried.

**Closed Session**  
At 6:40 p.m. on Thursday, June 28, 2018, Dr. Moore 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; 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); seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

At 7:35 p.m., the Board of Education resumed the open session.

Joining the meeting were Amy Hill, Director of Assessment and Research; Nate Rouse, Principal; Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; and Karin Sullivan, Director of Communications and Community Relations.

**Visitors**  
Kitty Conklin, Amanda Massie, Mike McKenzie, Kevin Peppard, Community; Linda Carlson, OPRFHS faculty, Marlene, Makaila Dean, and Grace Gunn, students; and Michael Romain of the Wednesday Journal; and Ralph Martire, District 90 Board President and Katherine Murray-Liebl, District 97 Board Member

Kitty Conklin read the following statement: “I attended Tuesday night's meeting in which the Imagine group presented two concepts for a master facilities plan. The Imagine group is absolutely to be commended for its considerable time and efforts over the last ten months.

“Imagine's concepts are ambitious, and they appear to touch every corner of the building. Yet, the concepts, orange and blue, are essentially the same plan with some components positioned differently from one plan to the other. There are, in fact, many "wants" included in the concepts, at a time when this tax-burdened community is straining under the pressure to simply meet "needs". Even without price tags attached, the total cost of Imagine's plan will (likely) be staggering.
“For expenditures of this magnitude, our community rightfully expects and needs to see reasonable options when it comes to proposals for a master facilities plan. There cannot be one predetermined outcome.

“Before more time and money is spent on the Imagine effort, I respectfully request that you, the school board, intercede now and direct the Imagine group and its architects to draw up two other conceptual plans which are flexible in scope. Imagine's current concepts represent the most expensive, most intrusive and difficult to build of plans.

“The second conceptual plan I suggest would be moderate in scope and focused heavily on academic needs. It would renovate the south end of the existing Field House. This plan would include one standard-size high school competition pool, 20 yards by 25-yards, with seating for 300 spectators.

“The third conceptual plan would be minimal in scope and include true facility needs only, removing the pools from the school altogether and repurposing those spaces. Ideally, this plan would include a collaborative effort with the Park District to cover the Ridgeland pool with a retractable cover, if financially feasible, to create a year-round, joint-use facility.

“These three conceptual plans with their total price tags would then be presented in a straightforward, unbiased manner in Imagine's upcoming phone survey. Only by presenting our community with three clear options will you be able to act in the best interests of all stakeholders. I and many others voters believe this is the best way forward for you, our students and our community.”

Kevin Peppard commented on a document that he distributed to the Board members about the cost of the IMAGINE recommendations. He reminded the Board of the December 13 drop-dead-date to place a referendum on the ballot for the April 2 Election. He suggested bringing in Elizabeth Hennessey of William Blair to talk about the bond rate and Steve Miller of PMA to work on the financial modeling. If the Board misses the April 2 election, there is no November election and that would mean the Board would have to wait for the March 2020 presidential primary. His pragmatic solution to this would be 1) building a right-sized pool, with an adapted PE focus on water safety, and perhaps installing a variable depth shallow end to accommodate water polo; 2) repurposing the Boys’ Pool for other needs, and 3 fixing the boys’ locker rooms; and 4) gradually addressing some of the issues in the rest of the building over a number of years.

Linda Carlson, faculty member, PE educator, spoke about the disrepair of the Fieldhouse. She also thanked the Board of Education for its support of the transgender procedures. Ms. Cassell had made some incredible comments, including one about graduation attire. The administration is responsible for deciding on graduation attire, not the Board of Education. While the current system allows for binary, female/male, suit or dress, some students identify as gender nonconformity so making them put on something that they don’t identify with is harmful. Some students are only “out” to their parents. This problem could be solved by having the students wear caps and gowns.
Grace Gunn, Marlene, and Makaila Dean asked the Board of Education to move the graduation ceremony to the UIC Pavilion for the following reasons:

1) Older adults would be more comfortable
2) More people would be allowed to attend, and families would not have to be separated.
3) The graduating classes are getting bigger.

They also supported the wearing of caps and gowns at graduation for the following reasons:

1) They would not have to buy new dresses.
2) They want to throw their caps.
3) It would be more comfortable for nonbinary students.

Amanda Massie read a statement from Maureen Kleinman, “I don’t really love the expression Deja vu all over again but it certainly applies to the facilities update concepts as presented by the Imagine team on Tuesday. It applies now because of the plans we already have from 2016. These plans, with conceptual drawings, included an option within the footprint of the current Field House that would rebuild the East pool to be a full competition-sized high school pool, plus a smaller pool on the west. It also included improvements to the locker rooms and other facilities in the Field House. Other concepts in 2016 replaced the existing garage with a new Natatorium/garage and included updating the current Field House.

“Why if things at the South End are really so terrible, was nothing mentioned back then? After all, one would think that things would have been looked at quite carefully as the Board was trying to make a convincing case to the voters to approve the referendum. If there were significant problems, they would have been noted at that time to reinforce the need to pass the referendum. But they weren’t. Therefore, I find it difficult to categorize these as needs--they are wants.

“Also, the phrase “RIGHT SIZED” has been used often in discussing these new concepts. Right-sizing also applies to what is the right size for our tax-burdened, land-locked community. What might work well in a community with a lesser tax burden plus open space to build a new facility just won’t work here in Oak Park. Please consider “right-sizing” the pool and other athletic facilities to accommodate not what everyone in the future could possibly want, but what actually will work in our community given the constraints we have today.”

FOIA Requests
Ms. Kalmerton reported that 9 FOIA requests had been received and nine were resolved.

Superintendent’s Announcement
Dr. Pruitt Adams announced the following:
1) Freshman Class Council and Faculty Senate co-sponsored a food drive competition that collected almost $2,000 for the Oak Park-River Forest Food Pantry. OPRF took second place in the competition among the local schools, just narrowly placing behind Brooks Middle School. Ms. Sheila Hardin's math classes collected the most at the high school.
2) OPRF’s Latino leadership club, ASPIRA, held its first art showcase interpreting what it’s like being Latinx at OPRFHS. Members exhibited poetry, short stories, paintings, photography, sculptures, and other works of art. Students were passionate about sharing their personal and powerful experiences as part of the 11% of Latinos at the high school.

3) Mariana Gourlay will spend senior year in Germany as part of the Congress-Bundestag Youth Exchange next year, on a prestigious scholarship funded by the U.S. Congress and Germany’s Bundestag (its version of Congress).

4) At this end-of-year Incubator class pitch event, the CloutCo team won for its idea for a subscription accessory box for teens. The initial box concept from the team of Sydney Donaldson, Peter Galo, Jackson Gerut, Max Stern, and Ryan Stutz is an accessory box themed around summer festivals, with bandanas, temporary tattoos, glitter, jewelry, sunglasses, bracelets, etc.

5) The following students made all-sectional team water polo teams:
   - Girls: Bennett Gloor, Greta Drane, Mary Vanek, Lizzy Silber
   - Boys: Cal Jaques, Dan Franklin, Thomas Cozzi, Braydon Graves

Consent Item F. Contract with Barber Academy and S. Personnel Recommendations were removed from the consent agenda.

Consent Agenda

Dr. Moore moved to approve the following consent items; seconded by .

A. Check Disbursements and Financial Resolutions dated June 28, 2018
B. Monthly Treasurer’s Report
C. Monthly Financials
D. Prevailing Wage
E. Affirmation of Emergency Meeting on June 3, 2018 and Action Take to Approve Administrative Employment Contracts
G. Renaissance Learning Contract Renewal
H. CLIC Renewal of Property, Casualty, Liability and Worker’s Compensation
I. All-Ways Medical Carrier Contract Renewal
J. Grand Prairie Transit Special Education Transportation Contract Renewal
K. First Student Transportation for Field Trips and Extracurricular Trips Contract Renewal
L. BOOM Entertainment Contract for Homecoming DJ Services
M. Prom 2019 Hotel Contract
N. Center Psychological Services Contract
O. Occupational Therapist Services Health Pro Contract
P. Physical Therapist Services Supplemental Health Contract
Q. Social Worker Services (Lisa Garvin) Contract
R. Policies for Second Reading
   1. Policy 4:40, Incurring Debt
   2. Policy 520, Workplace Harassment Prohibited
   3. Policy 5:20 E, Resolution to Prohibited Sexual Harassment
   4. Policy 5:35, Compliance with the Fair Labor Standards Act
   5. Policy 5:70, Religious Holidays
   6. Policy 5:80, Court Duty
   7. Policy 2:260, Uniform Grievance Procedure
8. Policy 5:100, Staff Development Program
10. Policy 5:185, Family and Medical Leave
11. Policy 5:200, Terms and Conditions of Employment and Dismissal
12. Policy 5:270, Employment At-Will, Compensation, and Assignment
13. Policy 5:290, Employment Termination and Suspensions
14. Policy 5:300, Schedules and Employment Year
15. Policy 5:310, Compensatory Time-Off
17. Policy 5:330, Sick Days, Vacation, Holidays, and Leaves
18. Policy 6:50, School Wellness

T. 2018 Recognition of Teachers for Tenure
U. Open and Closed Minutes of May 24 and June 3 and 19, 2018, and a declaration that the closed session audio tapes of October 2016 shall be destroyed.

Contract with Barber Academy

Dr. Moore moved to approve the contract with Erskine Reeves Barber Academy and the associated funding as presented.

Some of the members of the Board of Education were concerned about providing a precedent for supporting one-off career opportunities as the District was already spending $21,000 per student for this opportunity and this would be added cost. Is this strategically a prudent way to provide this training?

The administration appreciated that the cost of this program was high, but the idea came from a groundswell of students, the Cosmetology Club students. The owners of this school presented at the Black Professionals Day and the groundswell came from those students. The interest in this program is not a one-off. It came from student club in cosmetology and barber as a career path. Leyden and another school send their students to this program as well. To be equitable in the level of student interest, the administration decided to expand the program. Students may choose other paths going forward as well. Transportation costs are only an estimate, and they could decrease. The district has committed to find different ways for students to find post-secondary paths. Students can get industry certification through this program and can be used to pull funds for other post-secondary education.

Board members are supportive of all curricular paths. The hope was that the District would be able to gauge whether barriers were being breached with these programs. If programs like these become effective, then the District should find a way to provide them more cost-effectively.

A roll call vote resulted in all ayes. Motion carried.

Personnel Recommendations

Dr. Moore moved to approve the personnel recommendations, including New Hires, Lateral Hires, and resignations; seconded by. Mr. Arkin. A roll call vote resulted in all ayes. Motion carried.

Summary of 2017-18 Professional Development

Each year in June, the administration provides a summary report on professional development (PD) activities from the most recent school year. The PD program was delivered on Institute Days in August and January;
staff development days in August, September, and November; and on seventeen late arrival Wednesdays over the school year. Staff had the opportunity for additional professional learning including lunch-and-learns, instructional coaching, and teacher grant-supported individual endeavors.

Key accomplishments included:
- TCTs made great strides in developing priority standards and common assessments to guide teaching and learning in core courses.
- Our first year of Instructional Coaching yielded positive experiences and expanded learning opportunities for teachers.
- We are positioned to launch the CARE Team model for racial equity work in 2018-19.

Highlighted were supports that special education students receive for their post-secondary education.

1) Parents with students can attend evening programs at which neighboring colleges inform parents about the sharing of their child's IEP (At the age of 18, it is the student’s prerogative to share his/her IEP).
2) A special person attends IEP meetings of seniors.
3) For the past two years, OPRFHS has hosted a college/career option fair for the western suburbs. Over 500 people have attended as well and colleges from all over the United States have participated.
4) Different groups provide information about the various services they offer and that information is sent out to parents. This sharing of information is a community initiative.

One member commented that the report was informative, very well done, and wanted more frequent updates at the Committee of the Whole meetings.

Technology PD included a special presentation on FLIP classrooms on Institute Day. Instructional technology coaching was linear. Teachers working with coaches on technology was ongoing and one-on-one. Division Heads may support spreading the influence of the coaches, and delineating and leveraging that coaching with positive teachers. CTIP will be included in this report in the future.

Discussion ensued about how to provide more implicit bias training guidance, i.e., training that could be standardized. The administration was unsure as to how that could be accomplished as the components included both personal and interaction training. Examination of the self and how one is racially identified is at the core of the CARE Teams. How to observe impact is difficult to ascertain. It is difficult to charge a change to a student’s outcomes to PD because of so many other factors.

Institute days have general sessions which have focused on racial equity and gender equity for all staff. Because of differences in employment contracts, it is not possible to have all staff members attend these sessions.

Tri-District Equity Committee

In June 2017, the Boards of Education for Districts 90, 97, and 200 voted individually to create a committee to address systemic issues of racial inequity for D200 and its feeder districts, D90 and D97. The charge of this committee is to determine how to best leverage our collective impact to further our various racial equity initiatives. The first iteration of this committee has consisted of
one board member from each of the three districts: Ralph Martire (D90), Katherine Murray-Liebl (D97), and Sara Dixon Spivy (D200). During the 2017-2018 school year, the committee met on a monthly basis to discuss how to create momentum and save tax dollars on system-wide initiatives, including board and staff professional development, through economies of scale. The hope is that the three school districts will work together to further the common goal of racial equity in student discipline and achievement and that by coordinating on equity initiatives the districts may promote and model the same behaviors for our students from their first day in elementary school to their last day in high school.

Recommendations for the 2018-2019 School Year:

1. Each district will inventory their current equity initiatives. Description: Each district will review its current initiatives to determine which qualify as equity initiatives and will make this inventory available to the other districts. This will allow the districts to align their equity initiatives to ensure they are evidence-based and best practice, as well as determine whether there are cost savings by combining or aligning training and implementation of the initiatives within each district. Possible cost savings.

2. The districts will organize a joint town hall on “equity as a path to excellence.” Description: The districts will hold a tri-board town hall to provide data and information to the community on how reduction of racial disparities in discipline and achievement improves outcomes for all students regardless of race. The town hall will be professionally facilitated and in compliance with the Open Meetings Act.

3. The districts will collaborate to determine if there are efficiencies of scale in coordinating professional development on racial equity for boards, faculty, and staff. Description: Currently D90 and D97 engage the services of the National Equity Project (NEP) which is an organization that works to “improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts”. There may be cost-savings in the three districts partnering on professional development through the NEP or a similar organization. The districts will jointly determine if there is a benefit to partnering on professional development and if so, will then coordinate implementation. As D90 continues with PD, the resistance fades, and there is much enthusiasm. These are excellence in education across the board. NYU shows that diversity faculty enhances the experiences of white students. Using the evidence to create the best experience for all students.

4. Each district will ensure that there is a staff member dedicated to providing information and resources on early childhood education to community members. Description: In order for our students to reach their highest potential it is imperative that they receive early childhood services, whether educational or therapeutic, as needed. To that end, each district will ensure that there is a staff member entrusted with the responsibility of providing information about early childhood developmental screenings and other resources to any community member who may request it. Early childhood is no program. Go to local schools and someone will be given the tools you need. A good way to promote equity and a student body that does not have a deficit.
Mr. Cofsky could picture the energy of the town hall, and he appreciated their efforts. He also supported the work of the Early Childhood Collaborate. Mr. Iseli felt this highlighted the three board’s energy to collaborate. It is a format that can be used to expand to other topics. Cost savings may also be found. It is a matter of doing things consistently across the communities. Mr. Arkin concurred.

District 90 will hold Town Hall meetings every 18 months.

Mr. Baron stated that the communication directors need to be in touch through the committee members to find out what can be conveyed to the audience as to what they can expect and a letter should be sent to the community about what the district is doing.

Dr. Moore felt that doing board-level implicit was something that OPRFHS could move forward with quickly once the recommendations are approved and that it was important to have a common language in the equity work. She also asked that the Boards were transparent and action-oriented to get to the next level of this work.

Ms. Murray-Liebl will produce a timeline of events.

Board members were asked to send any questions to the Tri-Board Equity Committee members, and there was consensus to bring the recommendations for approval at the August 23, 208 Board meeting. The Town Hall will be held in January before the elections.

Next Steps For each district to approve the recommendations of the Tri-Board Equity Committee and direct the administration to begin implementing the action steps as outlined in this memorandum.

Update on Strategic Reporting Framework The report summarizes the work the administration has done in the current school year to advance a strategic framework for data/reporting to the Board of Education. The guiding principle—the WHY of the work—is to distill what is most important from what is habitual, redundant, and/or a lower priority. In so doing, we will be better able to focus key resources on the District’s top priorities, streamlining our efforts and Board agendas.

The process began in November as we engaged the Board and school leaders in identifying strengths and challenges of our data/reporting practices. Shared concerns included inconsistencies in the reporting context (e.g. lack of comparison/trend data), lack of focus (e.g. data relevance, moving targets, “insatiable desire for data”, tendency to overanalyze) and lack of follow-up (recommendations and subsequent review). Central questions were generated and key data points for inquiry and reporting (linked here). Next steps were identified as some further analysis of those questions and data points (identifying areas of agreement between the Board and school leaders and alignment with the strategic plan), prioritizing those areas of agreement, and framing and scaffolding reports in continuous improvement. A Board member identified as an end goal a scorecard of where the District is in relation to goals.
In the late fall and winter, administrators worked on those steps and returned to the Board in February with a leaner set of data priorities (linked here). Two of those steps were completed (analyzing and prioritizing the results of the data retreat) and had also done a strategic review of the calendar of reports, cross-walking our existing reporting practices with the data priorities identified at the retreat and the 2017-18 strategic plan priorities. That process revealed the extent to which current practices and data priorities were aligned and the extent to which there was misalignment (e.g., data priorities with no current reports, and current reports not aligned to any priority). At that time, next steps were identified for some further prioritization based upon strategic plan alignment, consolidation of existing reports, and determining how to fill in gaps where a data priority did not have a current report. The administration intended to report back at the end of the school year indicating how it had achieved these steps.

In the spring, following the February update, the administration continued to regularly review the calendar of reports and to remove items that were neither aligned to the strategic plan nor required by law/policy. It reflected that while it had set out to deliver a particular product (i.e., a revised and strategic calendar of reports aligned to the data priorities, strategic plan, and CCB recommendations), there was as much work to be done on the reporting practices and processes as on developing an enhanced calendar. As one recent example, it was apparent in the June Committee of the Whole report on faculty attendance that the context for the data was insufficient (lacking both trend data and comparisons to other schools or state average) and that the report lacked recommended next steps/improvement strategies. The administration also realized that its initial expectations about what it would deliver had to be scaled back in light of competing projects and demands. The administration did another review of the data priorities, incorporating the CCB recommendations for 2018-19 and holding ourselves to a more rigorous standard of alignment—not just to a goal area but to a specific strategy and one or more action steps that were linked to the packet. Overall, what the administration has accomplished this year represents progress toward a more strategic reporting framework, and the work will need to continue next year.

At every level of the District, data analysis and reporting should be driven by District priorities and reflect the data needed for effective decision-making at a given level. For District administrators and the Board of Education, there is still work to be done to align expectations and priorities. Administrators should be disciplined in vetting all reports through the lens of strategic plan/CCB priorities. If new reporting is deemed necessary, District leaders should weigh the request against existing responsibilities and adjust one or more of the following accordingly:

- expectations regarding deliverables and dates
- the scale/scope of existing work
- resources available to support the additional reporting To increase reporting consistency and quality, templates for Board data reports should be revised to include context, including comparisons to other schools or state/ national averages, as well as trend data for OPRFHS.
- The last section, Recommendations or Next Steps, should consistently indicate what the school is doing or planning to do in light of the data, and/or what Board action is being recommended in light of the data. On a trial basis, the District should use the School Report Card as a “scorecard” for District goals. Administrators will need to supplement with internally-
developed datasets in some cases where the report card o does not provide a data set related to a District priority (e.g., PSS Report—

- Discipline data
- o does not disaggregate data o is inaccurate (e.g., the post-secondary enrollment rates, which the administration has tried unsuccessfully to get ISBE to correct).

One Board member commented that the District does not want to align an activity to to the Strategic Plan. The activity and the metrics will further the work on the Strategic Plan. The Strategic Plan is designed to target a few things. The metrics that are supporting the activities of the SP are wanted. The administration stated that as a matter of course, every week DLT goes over the calendar of reports with a critical eye as to what the District is doing. And, work continues to develop a data frame worth as to what data will be collected and utilized on a daily basis. Models exist to do this. One member stated that the administration should not assume what the Board needs to know. Another member asked that when data was presented, a historical perspective is shared.

Certification of June 2018 Graduates

Dr. Moore moved to certify the June 2018 OPRFHS Graduates; seconded by Ms. Dixon Spivy. The roll call vote was unanimous. Motion carried.

Update on Architect of Record

The Update on the Architect of Record was presented at the Committee of the Whole meeting on June 19. This report was for information only.

Future Agenda Items

Tri-board Equity Committee Recommendations

As this was Mr. Altenburg’s last meeting before he started his new venture, he was recognized for his service to OPRFHS and the students.

Adjournment

At 10:53 p.m. on June 28, 2018, Mr. Baron moved to adjourn the regular Board of Education meeting; seconded by Mr. Arkin. A voice vote resulted in Motion carried.

Dr. Jackie Moore
President

Fred Arkin
Secretary Pro Tempore