

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

Committee of the Whole
September 19, 2017

A Committee of the Whole Committee meeting was held on September 19, 2017. Dr. Moore called the meeting called to order at 6:43 p.m. in the Board Room. Committee members present were Fred Arkin, Matt Baron, Jennifer Cassell, Thomas F. Cofsky, Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy, as well as Dr. Joylynn Pruitt-Adams, Superintendent, and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.

Also present were Tod Altenburg, Chief School Business Officer; Amy Hill, Director of Assessment and Research; Brenda Horton, Director of Human Resources; Greg Johnson, Assistant Superintendent for Curriculum and Instruction; Michael Carioscio, Chief Information Officer; Nathaniel L. Rouse, Principal; Karin Sullivan, Director of Communications and Community Relations; and Dr. Gwen Walker-Qualls, Director of Pupil Support Services.

Visitors: OPRFHS faculty and staff Jason Dennis, Assistant Principal for Instruction, Carolyn Gust, Sheila Hardin, FSEC Chair, Fred Preuss, Jamie Sieck, Dove Hunter, Faith Nelson, John Costopoulos, Jessica Stovall, Heidi Lynch; Sukari Holloway, Meaghan Hackett, Rachel Kelly, Carolyn Santos, Justin Ross, Kenya Reeves, Nell Behr, Olivia Lynch, Max Neville, Kayla Figather, Abby Sacks, Kara Jackson, and Leah Kindler, students; Steve Schering of the *Wednesday Journal*; Susan Johnson, Director of Student Activities; Patt Cheney, OPRFHS Staff Member; and Steve Tyma, community member.

Public Comments

Steve Tyma, resident of Francisco Terrace and president of Euclid Place Townhome Association, reported a situation where the motor coaches from visiting schools were left idling for five or six hours during the field hockey competition. He asked that the Board of Education adopt a policy that would require the athletic department to inform visiting teams that the drivers not to leave the buses idling on Lake Avenue or East Linden Avenue. The police officer who responded to a call did not know of a city ordinance that limits idling in certain areas of the Village. When Mr. Tyma approached the drivers about turning off the engines, they were uncooperative saying that it takes more energy to restart and to keep the temperature consistent. Mr. Tyma believed it was for their benefit only. He suggested that they partake of the many restaurants in the area during that time.

Recognition

Patt Cheney received the Illinois Theatre Association's 2017 Award for Excellence for Secondary School Theatre. Ms. Cheney has worked for 42 years doing makeup and speech. She is a graduate of OPRFHS. She has served as the Illinois Theatre Association as a member of the Board of Directors, Theatre Festival Associate Director, and in 2009 was the Executive Director of the entire festival. Ms. Cheney thanked everyone, ITA was started in the 1970s. In 1990, she brought students to the ITF and worked on different committees. ITA recognizes each of the venues of theatre. She was honored to receive this award as it showed who excel in educational theatre and arts and that is supported by OPRFHS and the Oak Park & River Forest communities.

Minutes

Mr. Baron moved to approve the minutes of August 15, 2017, Committee of the Whole meeting; seconded by Mr. Cofsky. A voice vote resulted in a motion carried.

Student Summer Travel Experiences

Every year the Instruction Committee receives information from students who extend their learning through the summer months via excursions and field science courses. A summary of recent student travel experiences aligns with the Board of Education goal for continuing efforts to create a welcoming culture and increase student voice and engagement. These travel experiences included travel to England, Ireland, Costa Rica, Tanzania, Spain, New Zealand and Europe.

A PowerPoint presentation was shared which depicted some of the student experiences. Students also spoke of their individual experiences. One of the students spoke of his experiences: 1) his first flight, 2) new foods, 3) and 4) Heathrow Airport, 5) castles, and 6) hiking. He also learned that driving laws are different in England and that students are identified in school by a number rather than a class. He made relationships with the host families that they felt would last a lifetime.

In Costa Rica students experienced “living pure life”, saw new animals, learned the culture, experienced the rainforest and the mountains and ate rice and beans and pineapple at every meal. One student gained enough confidence to overcome a stuttering in public. This student was grateful to have received a scholarship which allowed his participation in this experience. The student already missed the country, the people, and the other OPRFHS students who participated.

Another student who participated in the Costa Rica experience was a Fulbright Scholar felt the trip was an eye-opener. While there were too many lessons learned to list, this student had taught students in a class about anti-bullying with only 30 minutes to prepare. The exercise that was used was for the students to draw a big heart and write in it the names of those they wanted to protect. It was about having to learn one’s self. The students were told to then crumple up the paper on which they drew the heart, and then try to flatten it out. The student explained that this was about what bullying does to people.

In Tanzania, students were assigned a partner of similar ages the first week in the Jane Goodall group. The lessons were about being one’s self and caring for others. They missed the students. Students earned two school credits for this trip. Favorite experiences included participating in a soccer game with their partners the day they departed, camping in a crater, and looking at the night sky where they saw one shooting star per minute.

It was a 15-hour flight to New Zealand. Students were greeted hugs and then they traveled to Maori. They learned about the things that were most important to the Maori culture. Music and dance are a big part of the Maori culture and Haka They experienced a welcoming ceremony into the tribe. Students were tasked be to American ambassadors and to send positive messages about Americans as New Zealanders feel that all Americans are famous and rich. A student spoke about being made to feel a part of their New Zealand families. Not only did students make friends in New Zealand, but they too made new OPRFHS friends. Other things learned were 1) the indigenous name for New Zealand is the Land of the Long White Cloud, 2) high schools have one room per grade, and 3) they have an interest in American politics. One student described his experience as “small yet precious.”

It was a Global Leadership Summit in Germany and Italy. Food was an important experience and breakfast was great. There are many urban gardens. Students in Germany and Italy embrace and accept their history. Munich has found a way to go around the past and repurposed things that were. In Italy, the students traveled through the Alps, heard a presentation in Italian regarding food innovation, stayed in a quaint hotel in Italy, drove to Venice and explored its marketplace, rode through the canals, and spent time with new friends and learned the language.

The focus of the summit was food and the students learned about food production. Students made close relationships with new people. Groups were given 4 hours to solve a food problem, including the making of a

protocol and pitching an idea. One group progressed to the finals; the idea was about sorting food waste in areas of the compost.

Dr. Moore thanked them for the presentations and said they were the best ambassadors for this program.

New, Amended, and Deleted Courses for 2018-19

Course proposals for the 2018-19 school year have been collected for a first preview by the Committee of the Whole members which initiates the review and discussion process. The next steps will be for the Administration and faculty teams (counselors, DLT, faculty, staff, students and parent groups) to review and discuss these proposals over the next several weeks. A revised set of proposals will be presented to the Committee of the Whole meeting on October 17. A vote on the proposals is scheduled for the regular business meeting on October 26, 2017.

The total proposed changes amount to 9 Additions, 31 Revisions, and 6 Deletions in English, Fine and Applied Arts, History, Math, Science and Technology, and Special Education Divisions. Two of the 9 proposed additions are cross-disciplinary. Committee members were encouraged to send additional questions regarding these proposals to Ms. Kalmerton. The Board of Education members requested a guidepost from the administration.

These courses will be reflected in the Academic Catalog. Improvements of current classes occur via a school-wide process. Any additional questions should be sent to Ms. Kalmerton.

Report on Five Essentials Survey

The report in the packet stated that since 2013, the Illinois State Board of Education (ISBE) has required all public schools to administer the 5Essentials Climate Survey to teachers and students at least every other year. Last year was the third time we administered the survey. The 5Essentials survey provides data in five categories that predict a school's likelihood of improving student outcomes: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Research from the University of Chicago Consortium on Chicago School Research shows that schools that are strong in 3 to 5 of these Essentials are 10 times more likely to substantially improve student learning compared to schools weak in 3 to 5 of the essentials.

The report continued that the survey was open to all staff whose primary responsibility is teaching to students as well as to parents. The results shared come from the report that is comprised of data from the teacher and student survey. The first year that results from the parent survey was available is 2017, and the results are in a separate report. OPRF administered the survey in 2013, 2015 and 2017.

In the Summary of Findings, it was reported that for the 2017 survey, 81.6% of students, 99.9% of teachers, and 24.5% of parents took the survey. These percentages are OPRFHS's highest to date and are significantly higher than the state average. Overall, OPRFHS is considered "organized" under improvement, the same designation received in 2015, and the second highest category. In three of the five components, OPRFHS is designated at the "more implementation" level for Ambitious Instruction, whereas for two of the components, OPRFHS is at either the "average" or "less implementation" level, under Collaborative Teachers and Effective Leaders. Areas for improvement are aligned to the areas of focus on in the Strategic Plan.

OPRFHS can compare itself to other state schools. The state does not provide raw data and this data is not disaggregated. The data can be used to improve via the Strategic Plan. The results of the parent survey were not included in the overall report.

The All-District Administrators (ADA) group is addressing leadership through 1) the reading of the book *Immunity to Change*, 2) small group conversations, 3) individual rotational meetings with DLT members and Dr. Pruitt-Adams, 4) DLT meetings, 5) curriculum and instruction meetings, 6) the District Equity Leadership Team

(DELT) meetings, and 7) the development of Care Team leaders. Discussion is occurring about developing a building-wide code of excellence and about what traits need to be solicited in personnel. The results of the 5Essentials will be shared at the all-faculty meeting. The goal is to be very transparent and to take this report seriously.

One member noted that teacher participation was great and that the leadership question remains stagnant. How will the teacher voice be addressed in a way that the results can be measured in the next survey? How can a PD goal be set that will address things through professional development? Dr. Pruitt-Adams and Ms. Hill have had cursory discussion about how to develop growth targets

This survey is not designed to measure the success of the Strategic Plan in all areas. It is only an additional data point. One member stated that the survey identifies issues with leadership but the goal is to develop leaders to accomplish the Strategic Plan and the administration was encouraged to think about this as an evolution of the Strategic Plan. What in leadership is in service to the Strategic Plan?

Policies for First Reading

It was the consensus of the Committee members to recommend that the Board of Education approve the following policies for first reading at its regular September Board meeting.

Action and Policy	Explanation
Policy 2:260, Uniform Grievance Procedures	The policy, Cross References, and footnotes are updated to clarify that Title II of the ADA applies to website accessibility. Continuous improvement updates are also made to the policy and footnotes.
Policy 6:80, Teaching Controversial Issues	The policy and footnotes are updated with minor corrections for continuous improvement.
Policy 6:210, Instructional Materials	The policy, footnotes, and Legal References are updated to move optional language previously within footnote 4 into the body of the policy. Footnote 4 is updated to note this is a best practice.
Policy 7:20, Harassment of Students Prohibited	An attorney review on whether the word “substantially” should remain in the definition found that is the Department of Education and legal standard used when reviewing whether such conduct constitutes hostile environment sexual harassment in schools but added the words “or unreasonably” after “substantially in both 2a and in the definition in the 2nd paragraph. 1. Delete "denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student’s academic status; and as it is repeated in (2)(c) and (d). While a suggestion was to include the age of 17 in the definition, (1) of that section indicates “a minor under certain circumstances that may result in a violation of state or federal law.” Such a reference indicates that a minor cannot provide consent. However, in light of the various sexual crimes outlined in the criminal code and their differing consent provisions, the attorney recommendation was to use the term minor instead of including a specific age. A second suggestion was to remove “to the point of being unable to make rational decisions” from the alcohol and drug reference in (5). The attorneys understood that the more detailed consent section was added previously by the Sexual Misconduct and Policy Revision Committee after much feedback from the Rape Advocacy

	Organization and it is more aligned to the consent definition in the Illinois Preventing Sexual Violence in Higher Education Act. Legal Counsel previously raised concerns about the subjective nature of (5) and the reference to “being unable to make rational decisions.” Therefore, it agreed with removing that part of the sentence and recommended being consistent with the consent language pulled from the Illinois Preventing Sexual Violence in Higher Education Act, adding the term “incapacitated” to the drug and alcohol reference so it indicates “incapacitated due to the use or influence of alcohol or drugs.” While compliance with the Illinois Preventing Sexual Violence in Higher Education Act is only required for colleges, we recommend having a qualifier such as “incapacitated” when discussing the ability to consent when under the influence of drugs or alcohol.
Policy 7:275, Orders to Forgo Life-Sustaining Treatment	The policy is updated with suggestions from members of the PRESS advisory Board (PAB). More members of the multi-disciplinary team are added. Footnotes are updated and added to discuss potential liability issues and provide options for the work of the multi-disciplinary team.
Policy 8:70, Accommodating Individuals with Disabilities	The policy and footnotes are updated to clarify that Title II of the ADA applies to website accessibility.

The meeting recessed at 7:45 and resumed at 7:55 p.m.

Presentation of Food Service Ovens Bid Results 4:60

It was the consensus of the Committee members to recommend to the Board of Education that it approve the purchase of the Rational Combi Oven at its regular September meeting. In May of 2007, District 200 signed an intergovernmental agreement with District 97 to prepare and deliver its meals for breakfast and lunch. In order to accomplish this efficiently, the District 200 purchased three roll-in combi ovens. Service for these ovens has been approximately \$9,000 annually for the past seven years. This past spring, the District decided to test new ovens to help ascertain which oven best fits the district’s needs. The ovens were tested this fall by food service personnel. The Rational Combi Oven was determined to best fit the district’s needs. A suggestion was made to donate the old oven.

Update and Presentation of Architect RFQ for Imagine OPRF

It was the consensus of the majority of the Committee to recommend to the full Board of Education that it approve the final agreement including a fee structure with Perkins and Will to provide architectural consulting services for IMAGINE OPRF at its regular September meeting. Tod reviewed the process that was used to select consulting services only from Perkins and Will.

Thirteen firms applied and three were short-listed. The following criteria was used to evaluate the RFP’s response to questions.

1. Design Capabilities, as evidenced in Firm Experience and Capabilities section of RFQ statement.
2. Relevant Experience, with projects involving school district construction, vintage building redesign and renovation and the incorporation of technology into instructional spaces.
3. Record of Past Performance. This includes work quality, completion of work within a schedule, demonstration of effective cost controls, and successful completion of projects over the last 5 years.
4. Approach to Work. Demonstrated ability to assess and comprehend site and district project challenges, through a comprehensive technical approach that gathers data, assesses project possibilities, and

develops creative and effective solutions. This includes management and coordination methodologies, analysis and study approaches, and the ability to respond to emergencies and delays.

5. References. Based on reference projects, which include architect's design team and all major consultants, the district selection committee shall contact references and determine previous clients' satisfaction with the firm/vendor's project performance.
6. Overall Comments – place for evaluator to make additional comments

For those that were short-listed, the interview team spent 60 minutes with each architect broken down as follows: 5 minutes for introductions, 20 minutes for presentation, 25 minutes (4 questions from OPRFHS Committee), and 10 minutes to close and answer questions. The questions asked were:

1. How will you determine the effectiveness of our facility in conjunction with our academic programs?
2. Having been part of successful community engagement programs and referenda, what do you see as the priorities that need to be incorporated into the IMAGINE OPRF project?
3. Tell us about your experiences in dealing with both vintage and landlocked facilities and integrating 21st Century learning concepts into these spaces.
4. Based upon the tour of the building and what you know about Oak Park and River Forest High School, what opportunities do you see for facility upgrades?

Note these services are for consulting and community engagement only. Perkins and Will can help OPRFHS understand the infrastructure, potential for renovation, renderings of the issue and make cost pricing and the best way to do things. If its recommendation were to move forward, it could also bid on that work. Legat Architect is OPRFHS's architect of record. The final version of the cost and fee structure will be reviewed in-house and by the District's attorney. Going out for an architect of record RFP is part of Strategic Plan for next year.

An observation was that this was a huge, global firm and OPRFHS will be assigned a team from Chicago. Looking at its projects, there did not seem to be much in Illinois or Chicago based K-12 projects. Mr. Altenburg and Mr. Johnson have both worked with this firm previously. It has worked with a number of districts similar to OPRFHS and previous referendums, etc. They shared in its presentation that they have worked with a number of districts similar to us and previous referendums, repackaging, and that speaking to the committee resonated. Mark Jolicoeur is an Oak Park resident and a taxpayer. Is that a complication? A question was raised about him having a community perspective that might be troubling for some. It was noted that all 3 firms had representatives that live in this area. Dr. Pruitt-Adams suggested looking for a different lead person.

A couple of committee members liked the fact that representatives lived in the area as they live in Oak Park and care about the community; they are also professionals. One member of Perkins & Will had a strong opinion about the pool, but that person is not part of this process.

Presentation of Request to Purchase Additional Security Camera

District Administration has been asked by the Board of Education to review a number of current security cameras currently in operation. Our former Director of Campus Safety and Security conducted an audit on the existing equipment and found that approximately 110 additional cameras for the District were needed. At the same time, the second of five phases in camera upgrades (analog to digital) was being completed as part of annual summer construction work. Two additional serves are included in this project and will handle 90 cameras each.

Better pricing may be had if an additional 110 digital cameras were purchased at the same time. All of the above ceiling and exterior wiring can be done at one time and then cameras can be added in a time frame that would not cause a disruption to student instructional time (via second shift and completed by the end of the current

school year.) It was felt that the additional cameras were necessary for increased campus safety. The cost of the project, including installation, is as follows:

1. The total cost of additional camera project \$315,000. (Capital Project Fund and well under budget)
2. Total cost of phased (i.e. part of summer construction plans) camera work \$230,000. (Tort Fund)

Questions were raised about the necessity of the additional cameras and if a new assessment that they were needed would be the same as Mr. Braverman's and whether it made sense to wait to update the audit. What will the additional cameras mean in terms of relationship-building and "Big Brother"? More information was needed to understand the cost. Who will be watching the cameras to see if incidents occur in real time? Will this be a deterrent to bad behavior or the monitoring the areas of blind spots? The administration would use the cameras to view something that had already happened and match statements.

Discussion ensued about paying for this via funds that were earmarked for summer expenditures with the working coming in under budget by \$50,000 and coupling that with money from past years with the same experience. That same process paid for the auditorium sound system.

Committee members were encouraged to send additional questions to Ms. Kalmerton as soon as possible in order to bring this forward to the full Board of Education for approval.

Questions/Comments:

1. Further explanation of the rationale for the additional cameras is needed.
2. How obvious are the cameras and will they deter bad behavior? Note: Entrance cameras are bigger than the black dome ones.

Future Agenda Items

Mr. Baron asked for a measurement of the equity gap at the November meeting.

Adjournment

At 8:27 p.m., Mr. Cofsky moved to adjourn the meeting; seconded by Ms. Dixon Spivy. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton
Clerk of the Board