

*Oak Park and River Forest High School  
District 200  
201 North Scoville Avenue • Oak Park, IL 60302-2296*

**MEMORANDUM**

**DATE:** May 24, 2018

**TO:** District 200 Board of Education

**FROM:** Dr. Joylynn Pruitt-Adams, Superintendent, and Jennifer Cassell, Culture, Climate, and Behavior Committee Chair

**RE:** Culture, Climate, and Behavior Committee 2017-18 Recommendations

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**Background**

On January 28, 2016, the Board of Education formed the Culture Climate and Behavior (CCB) committee. The committee consists of board members, administrators, faculty, staff, students, parents, and community members. During the 2017-18 school year, CCB committee members met twice a month to study, discuss, and make recommendations to improve Oak Park and River Forest High School's culture, climate, and student behavior.

Over the course of this school year, the committee divided into small work groups to focus on four discreet assignments: Student and Family Voice and Belonging; Faculty and Staff Voice and Innovation; Community Voice and Connections; and Student Tardiness. After research and discussion, each work group developed draft recommendations and presented their findings and recommendations to the committee at large. The draft recommendations were refined or deleted based on committee feedback. On April 4, 2018, Dr. Pruitt-Adams and Jennifer Cassell presented the draft recommendations to the Faculty Senate and received comments during the meeting and through a staff feedback online tool. CCB used the feedback received and knowledge gained throughout the course of the last two years to finalize and approve the recommendations.

The Committee of the Whole reviewed these recommendations and it was the consensus of the majority of the members to move them forward to the Board of Education for approval.

**Motion**

Move to adopt the recommendations of the CCB Committee as presented.

Strategic Plan: Goal 1 – Holistic and Community Education, Goal 2 – equity, Goal 3 – Supportive Learning Environment, Goal 5 – transformational Leadership, and Goal 6 Facilities and Finance.

Board Goals 2, 3, and 5.

**Culture, Climate, and Behavior (CCB) Recommendations to Oak Park and River Forest (OPRF) Board of Education**

Approved by CCB on May 3, 2018

**General Recommendations**

**Recommendation 1: Ensure that OPRF's culture and climate is safe and welcoming for all students and that student discipline rates are not predictable by race.**

Action Step 1: Make CCB a standing board committee (comprised of staff, students, and Board of Education and community members) that convenes regularly to:

- Review and revise the student code as needed, in compliance with the statutorily-required work of PTAC;
- Study OPRF outcomes and make recommendations on interventions with the goal of eliminating race as a predictor of discipline infractions
- Develop and/or approve metrics relevant to programs recommended via CCB and approved by the Board; and
- Assess the efficacy of the administration and Board of Education in implementing and managing those programs; and
- Provide quarterly accountability report to the Board of Education.

*Alignment:* Equity, SP Goal 2, Strategy 3

*Owner:* TBD

*Timing:* TBD

Action Step 2: District administration will share with CCB a quarterly status report of all ongoing CCB recommendations, followed by a report of information to the Board of Education.

*Alignment:* Equity, SP Goal 2, Strategy 3

*Owner:* TBD

*Timing:* TBD

**Recommendation 2: Have a dress code that supports students' self-expression and treats all students equitably.**

Action Step 1: Implement a revised dress code, provide training and education on the code to staff and students and families, and review infraction data for evidence of any impact.

*Alignment:* Supportive Learning Environment, SP Goal 3, Strategy 2

*Owner:* TBD

*Timing:* TBD

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## **Faculty and Staff Voice and Innovation Recommendations**

### **Recommendation 1: Implement school-wide restorative practices.**

Action Step 1: Retain a restorative justice professional to complete an inventory and evaluation of restorative practices currently happening within the district and to build a working definition of restorative justice practices.

*Alignment:* CCB 2016-2017 Board-approved recommendation

*Owner:* TBD

*Timing:* TBD

Action Step 2: Concurrently with Action Step 1, assemble a volunteer cohort of interested staff to work with the aforementioned restorative justice professional to develop specific restorative justice initiatives (e.g. student-teacher mediation, peace circles) for implementation during the 2018-19 school year.

*Alignment:* Supportive Learning Environment, SP Goal 3, Strategy 2

*Owner:* TBD

*Timing:* TBD

### **Recommendation 2: Recruit and retain diverse staff and offer additional support to make employees feel welcome and included.**

Action Step 1: Conduct an inventory of OPRF's recruitment and staff orientation policies and procedures to support staff inclusion and review best practices from MSAN, peer districts, or other sources regarding racially conscious hiring protocols, with the goal of increasing and retaining staff of color.

*Alignment:* 2017-2018 Board Goal 3

*Owner:* TBD

*Timing:* TBD

Action Step 2: Request entrance and exit interviews/surveys with all OPRF staff.

*Alignment:* 2017-2018 Board Goal 3

*Owner:* TBD

*Timing:* TBD

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## **Community Voice and Connections Recommendations**

**Recommendation 1: Implement policies and practices to increase access for the community and to improve the community's exposure to OPRF programming.**

Action Step 1: Host town hall meetings on or off campus at least two times annually to discuss matters of importance (as determined by the Superintendent or Board of Education).

*Alignment:* 2017-18 Board Goal 5; Holistic Community Education SP Goal 1, Strategy 2; Equity SP Goal 2

*Owner:* TBD

*Timing:* TBD

Action Step 2: Record meetings of importance (as determined by the Superintendent or Board of Education) and post the recordings on OPRF's website.

*Alignment:* Holistic Community Education SP Goal 1, Strategy 2

*Owner:* TBD

*Timing:* TBD

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## Student and Family Voice and Belonging Recommendations

**Recommendation 1: Promote student participation in extracurricular activities by improving visibility and increasing capacity of student activities to allow for greater participation.**

Action Step 1: Create a planning committee (comprised of the Student Activities Director, a diverse representation of students, and club sponsor representatives) to design a festive, inclusive Student Activity Fair similar to those on college campuses. Student groups will be showcased through performances and exhibits. Interested students will be able to talk to group members.

*Alignment:* Supportive Learning Environment SP Goal 3, Strategy 2  
*Owner:* TBD  
*Timing:* TBD

Action Step 2: Review current student clubs and activities, noting any overlap in scope of the groups, with the goal of encouraging collaboration of clubs with similar missions and decreasing student and sponsor fatigue.

*Alignment:* Supportive Learning Environment SP Goal 3, Strategy 2  
*Owner:* TBD  
*Timing:* TBD

Action Step 3: Create a diverse student advisory board that reports to the administration and Board of Education annually on improving student involvement.

*Alignment:* Supportive Learning Environment SP Goal 3, Strategy 2  
*Owner:* TBD  
*Timing:* TBD

Action Step 4: Add television monitors to the north and south cafeterias showcasing OPRF students to make them more visible to the entire student body (e.g. show videos of choral performances, debate, plays, spoken word).

*Alignment:* Supportive Learning Environment SP Goal 3, Strategy 2  
*Owner:* TBD  
*Timing:* TBD

**Recommendation 2: Create a welcoming environment for all students, staff, and families.**

Action Step 1: In conjunction with Imagine OPRF, redesign Welcome Center to create a more welcoming experience for students and visitors.

*Alignment:* Facilities and Finance SP Goal 6, Strategy 3  
*Owner:* TBD  
*Timing:* TBD

Action Step 2: Have district leadership greet students during morning arrival at the three entrances.

*Alignment*: Supportive Learning Environment SP Goal 3, Strategy 2

*Owner*: TBD

*Timing*: TBD

Action Step 3: Require annual trainings on customer service for staff to ensure a safe and welcoming environment throughout the building.

*Alignment*: Transformational Leadership SP Goal 5, Strategy 1

*Owner*: TBD

*Timing*: TBD

**Recommendation 3: Increase opportunities for family-centered activities and programming.**

Action Step 1: Review, and revise as needed, logistics for Family Visitation Day to provide earlier notice of the event and to assess whether having Visitation Day during the spring semester would provide more families with the opportunity to participate.

*Alignment*: Holistic Community Education SP Goal 1, Strategy 2

*Owner*: TBD

*Timing*: TBD

Action Step 2: Cultivate an engagement plan to grow families' access to and awareness of campus facilities and engagement opportunities. (e.g, use of Kettlestrings Café for small groups of cooking classes/demonstrations; family game nights; a "Speaker Series" on issues related to school, family, and adolescent development; community-wide book club).

*Alignment*: Holistic Community Education SP Goal 1, Strategy 2

*Owner*: TBD

*Timing*: TBD

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## **Student Tardiness Recommendations**

### **Recommendation 1: Research the root causes of student tardiness.**

Action Step 1: Administer an annual culture and climate survey to all students, parents, and staff no later than the fall semester of 2018, per last year's approved CCB recommendation, and incorporate questions into the survey inquiring about the reasons for student tardiness or direct questions to focus groups, or both.

*Alignment:* CCB 2016-2017 Board-approved recommendation, Equity SP Goal 2, Strategy 3

*Owner:* TBD

*Timing:* TBD

### **Recommendation 2: Address racial disparities in OPRF's student tardy data, which shows that African American students are overrepresented in the "late to class" and "five or more" tardy categories.**

Action Step 1: Extend review of tardy data collected for periods 2-8, particularly for students with elevated numbers of tardies, and begin review of excused absences data to identify any racial disparities.

*Alignment:* Supportive Learning Environment SP Goal 3, Strategy 2.

*Owner:* TBD

*Timing:* TBD

Action Step 2: Administration and staff review of tardy data to surface potential drivers for the racial discrepancies observed for periods 2-8 (e.g., staff unconscious bias, inconsistent enforcement or understanding of the policy, navigation from class to class) and develop, and present to the Board of Education, a holistic proposal with specific strategies to ensure equitable enforcement of the current policy, or propose a better policy.

*Alignment:* Supportive Learning Environment SP Goal 3, Strategy 2.

*Owner:* TBD

*Timing:* TBD

# Culture, Climate, and Behavior (CCB) Proposed Recommendations

Committee of the Whole Meeting  
May 15, 2018

## Historical Perspective:

- PTAC - Parent Teacher Advisory Committee
- 2016 - Culture, Climate, and Behavior (CCB) Committee formed
- 2017 - CCB Recommendations & Strategic Plan Approved

## Mission Statement:

- The Culture, Climate and Behavior committee provides the Board of Education recommendations to create a welcoming environment where all students experience a sense of belonging and the expectation of excellence and where student discipline rates are not predictable by race, socioeconomic factors, or special education status. ~ *Adopted March 2017*

## 2017-2018 Restructure:

- CCB Committee into smaller work groups which focused on four discreet assignments:
  - Faculty and Staff Voice and Innovation
  - Community Voice and Connections
  - Student and Family Voice and Belonging
  - Student Tardiness

# 2018-2019 Proposed Recommendations: General

1. Recommendation 1: Ensure that OPRF's culture and climate is safe and welcoming for all students and that student discipline rates are not predictable by race.
  - Action Step 1: Make CCB a standing board committee (comprised of staff, students, and Board of Education and community members) that convenes regularly
    - *Alignment*: Equity, SP Goal 2, Strategy 3
  - Action Step 2: District administration will share with CCB a quarterly status report of all ongoing CCB recommendations, followed by a report of information to the Board of Education.
    - *Alignment*: Equity, SP Goal 2, Strategy 3

# 2018-2019 Proposed Recommendations: General

2. **Recommendation 2: Have a dress code that supports students' self-expression and treats all students equitably.**
  - Action Step 1: Implement a revised dress code, provide training and education on the code to staff and students and families, and review infraction data for evidence of any impact.

# 2018-2019 Proposed Recommendations: Faculty and Staff Voice and Innovation

## 1. Implement school-wide restorative practices.

- Action Step 1: Retain a restorative justice professional to complete an inventory and evaluation of restorative practices currently happening within the district and to build a working definition of restorative justice practices.
  - *Alignment*: CCB 2016-2017 Board-approved recommendation
- Action Step 2: Concurrently with Action Step 1, assemble a volunteer cohort of interested staff to work with the aforementioned restorative justice professional to develop specific restorative justice initiatives (e.g. student-teacher mediation, peace circles) for implementation during the 2018-19 school year.
  - *Alignment*: Supportive Learning Environment, SP Goal 3, Strategy

# 2018-2019 Proposed Recommendations: Faculty and Staff Voice and Innovation

2. Recruit and retain diverse staff and offer additional support to make employees feel welcome and included.
  - Action Step 1: Conduct an inventory of OPRF's recruitment and staff orientation policies and procedures to support staff inclusion and review best practices from MSAN, peer districts, or other sources regarding racially conscious hiring protocols, with the goal of increasing and retaining staff of color.
    - *Alignment*: 2017-2018 Board Goal 3
  - Action Step 2: Request entrance and exit interviews/surveys with all OPRF staff.
    - *Alignment*: 2017-2018 Board Goal 3

# 2018-2019 Proposed Recommendations: Community Voice and Connections

1. Implement policies and practices to increase access for the community and to improve the community's exposure to OPRF programming.
  - Action Step 1: Host town hall meetings on or off campus at least two times annually to discuss matters of importance (as determined by the Superintendent or Board of Education).
    - *Alignment*: 2017-18 Board Goal 5; Holistic Community Education SP Goal 1, Strategy 2; Equity SP Goal 2
  - Action Step 2: Record meetings of importance (as determined by the Superintendent or Board of Education) and post the recordings on OPRF's website.
    - *Alignment*: Holistic Community Education SP Goal 1, Strategy 2

# 2018-2019 Proposed Recommendations: Student and Family Voice and Belonging

1. **Promote student participation in extracurricular activities by improving visibility and increasing capacity of student activities to allow for greater participation.**
  - Action Step 1: Create a planning committee (comprised of the Student Activities Director, a diverse representation of students, and club sponsor representatives) to design a festive, inclusive Student Activity Fair similar to those on college campuses. Student groups will be showcased through performances and exhibits. Interested students will be able to talk to group members.
    - *Alignment*: Supportive Learning Environment SP Goal 3, Strategy 2

# 2018-2019 Proposed Recommendations: Student and Family Voice and Belonging

- Action Step 2: Review current student clubs and activities, noting any overlap in scope of the groups, with the goal of encouraging collaboration of clubs with similar missions and decreasing student and sponsor fatigue.
  - *Alignment*: Supportive Learning Environment SP Goal 3, Strategy 2
- Action Step 3: Create a diverse student advisory board that reports to the administration and Board of Education annually on improving student involvement.
  - *Alignment*: Supportive Learning Environment SP Goal 3, Strategy 2

# 2018-2019 Proposed Recommendations: Student and Family Voice and Belonging

- Action Step 4: Add television monitors to the north and south cafeterias showcasing OPRF students to make them more visible to the entire student body (e.g. show videos of choral performances, debate, plays, spoken word).
  - *Alignment*: Supportive Learning Environment SP Goal 3, Strategy 2

## 2. Create a welcoming environment for all students, staff, and families.

- Action Step 1: In conjunction with Imagine OPRF, redesign Welcome Center to create a more welcoming experience for students and visitors.
  - *Alignment*: Facilities and Finance SP Goal 6, Strategy 3

# 2018-2019 Proposed Recommendations: Student and Family Voice and Belonging

- Action Step 2: Have district leadership greet students during morning arrival at the three entrances.
  - *Alignment*: Supportive Learning Environment SP Goal 3, Strategy 2
- Action Step 3: Require annual trainings on customer service for staff to ensure a safe and welcoming environment throughout the building.
  - *Alignment*: Transformational Leadership SP Goal 5, Strategy 1

# 2018-2019 Proposed Recommendations: Student and Family Voice and Belonging

## 3. Increase opportunities for family-centered activities and programming.

- Action Step 1: Review, and revise as needed, logistics for Family Visitation Day to provide earlier notice of the event and to assess whether having Visitation Day during the spring semester would provide more families with the opportunity to participate.
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# 2018-2019 Proposed Recommendations: Student and Family Voice and Belonging

- Action Step 2: Cultivate an engagement plan to grow families' access to and awareness of campus facilities and engagement opportunities. (e.g, use of Kettlestrings Café for small groups of cooking classes/demonstrations; family game nights; a “Speaker Series” on issues related to school, family, and adolescent development; community-wide book club).
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# 2018-2019 Proposed Recommendations: Student Tardiness

1. **Research the root causes of student tardiness.**
  - Action Step 1: Administer an annual culture and climate survey to all students, parents, and staff no later than the fall semester of 2018, per last year's approved CCB recommendation, and incorporate questions into the survey inquiring about the reasons for student tardiness or direct questions to focus groups, or both.
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# 2018-2019 Proposed Recommendations: Student Tardiness

2. Address racial disparities in OPRF's student tardy data, which shows that African American students are overrepresented in the "late to class" and "five or more" tardy categories.
  - Action Step 1: Extend review of tardy data collected for periods 2-8, particularly for students with elevated numbers of tardies, and begin review of excused absences data to identify any racial disparities.
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# 2018-2019 Proposed Recommendations: Student Tardiness

- Action Step 2: Administration and staff review of tardy data to surface potential drivers for the racial discrepancies observed for periods 2-8 (e.g., staff unconscious bias, inconsistent enforcement or understanding of the policy, navigation from class to class) and develop, and present to the Board of Education, a holistic proposal with specific strategies to ensure equitable enforcement of the current policy, or propose a better policy.
  - *Alignment*: Supportive Learning Environment SP Goal 3, Strategy 2.

# 2018-2019 Proposed Recommendations:

Q & A

# CCB Recommendations Feedback: