

**Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park, Cook County, Illinois
January 8, 2019 Special Joint Meeting on Equity**

**This meeting was held in the North Cafeteria at Oak Park and River Forest High School, located at
201 North Scoville Avenue, Oak Park, IL in partnership with OPRFHS District 200 and River
Forest Elementary District 90**

President Spurlock called the meeting to order at 7:05 p.m.

ROLL CALL

Present: Spatz, Spurlock, Liebl, Breymaier, Broy, and O'Connor (7:06 p.m.)
Absent: Datta
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendent for Finance and Operations Paul Starck-King, Assistant Superintendent of Human Resources Laurie Campbell, Senior Director of Policy, Procedure and Communications Chris Jasculca, Senior Director of Technology Michael Arensdorff, Senior Director of Special Services Eboney Lofton, Senior Director of Equity Carrie Kamm, Teri Engler, Attorney for Engler Callaway Baasten and Sraga, LLC, Robert Goerge, Chapin Hall Senior Research Fellow, and Board Secretary Sheryl Marinier.

CALL TO ORDER AND ROLL CALL

District 200 and District 90 each called roll.

Also in attendance: D200 Board members Fred Arkin, Tom Cofsky, Sara Spivey, Craig Iseli, Jackie Moore, Jennifer Cassell, Matt Baron, Superintendent Dr. Joylynn Pruitt-Adams, and Board Clerk Gail Kalmerton. District 90 Board members Cal Davis, Judy Deogracias, Barb Hickey, Ralph Martire, Rich Moore, Nicole Thompson, Stacey Williams, Superintendent Dr. Ed Condon and Anthony Cozzi, Director of Finance and Facilities.

APPROVAL OF AGENDA

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Moore (D200) moved to approve the agenda, seconded by Spivey (D200), and the motion was carried.

LEGAL ASPECTS OF DATA SHARING – Teri Engler, Attorney, Engler Callaway Baasten and Sraga, LLC

LEGAL ASPECTS
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SHARING

Teri Engler, Attorney for Engler Callaway Baasten and Sraga, LLC updated the boards on the laws that govern data sharing between districts. She shared an overview of the student records requirements, noting that there are multiple federal and state laws that govern school district policies, procedures and practices regarding student records and confidentiality. Engler explained that Family Educational Rights and Privacy Act (FERPA) defines a student record as any document that identifies a student (family name, address, student's name, sibling's name, date of birth, place of birth, mother's maiden name, etc.), and that any recorded information qualifies as a student record. Engler noted that there are exceptions to the law;

- Employees or officials of the school, school district, or ISBE who have a current, demonstrable educational or administrative interest in the student, in furtherance of such interest
- The official records custodian of another school district to which the student has enrolled, or intends to enroll, upon the request of the records custodian in the new district (written notification to parents required prior to release)
- Required by specific federal or state law (e.g., the Abused and Neglected Child Reporting Act)
- Individuals or organizations for research, statistical reporting, planning, or accrediting purposes, under certain circumstances/conditions
- Pursuant to a court order (written notification to parents required prior to release)
- Juvenile authorities (e.g., judges, state's attorneys and public defenders, probation officers, court-appointed advocates, law enforcement officers, etc.) under certain circumstances
- Appropriate persons in cases of health and safety emergencies if knowledge of the information is needed to protect the health or safety of the student or others
- Governmental agencies in connection with student truancy investigations

Engler emphasized the need to ensure that all data that is shared be anonymized and to take extra precaution when sharing subgroups where individual students might still be personally identified. She recommended that the boards consider an Intergovernmental Agreement that clearly defines the need for the data, who will monitor it, where it will be collected and how/when it would be destroyed. If the agreement is worded well, it could cover the term of enrollment for a group of students. Engler also discussed the use of a parent consent form, and suggested that such a form might be useful under certain circumstances.

Engler explained that a student's new district is entitled to a copy of all of a student's records. The request would need to be in writing, and in practice, sometimes requests specific data. The receiving school must make this request as part of the transfer process. Once the child has transferred, additional reports cannot be requested.

Engler explained that if the districts were to participate in a study to improve instruction then the information would not have to be deidentified.

It was reported that District 97's Committee for Legislative Action, Intervention and Monitoring (CLAIM) shared two proposals with IASB and the proposals were passed at the conference. One of them is a data equity provision allowing high school feeder districts to share data as if they were a unit district, and the other is for a longitudinal database through junior college. It was suggested that working with the IASB is a good idea, but it was noted that there are other districts, Arlington Heights for example, that share data.

It was noted that an agreement already exists for District's 97 and 200 to share data with the Collaboration for Early Childhood. Ralph Martine expressed interest in passing a resolution to share data if the parameters for a study could be determined.

Engler explained that another option would be to get parent consent. In this scenario, the official records custodian would make a written request for information on enrolled students, or those intended to enroll to be shared with the sending district. The sending school would need to communicate this exchange with the parents. Interest was expressed in tracking post high school data as well. Engler shared that informed written parent consent always trumps any other communication.

It was suggested that parent consent be sought for now while the legal process is pending. Interest was expressed in an intergovernmental agreement that would support ongoing five year studies.

IDENTIFY CRITICAL DATA POINTS

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TRITON COLLEGE – No report was shared.

ROBERT GOERGE, Chapin Hall Senior Research Fellow, and facilitator of the longitudinal database created in partnership between District 97, the Village of Oak Park, and the Collaboration for Early Childhood, reported that he recently participated in a study and wanted to share the process and outcomes with the tri-board. Goerge demonstrated what is possible with data collection and explained some of the challenges.

Goerge explained that the Chicago Public Schools (CPS) provided records on attainment of the high school diploma. The National Student Clearinghouse (NSC) provided enrollment history and degree attainment data for current and former students from more than 2,800 colleges. Data was also collected from the Illinois Department of Employment Security Unemployment Insurance Wages. The collection of data was able to identify a wealth of knowledge about graduation rates, secondary education rates, and income ability.

Goerge recommended that if the Tri-board wishes to pursue data sharing that they consider using the National Student Clearinghouse as a data source. District 200 indicated that they have been using NSC for about six years. Goerge noted tracking students by their Social Security Numbers may be difficult as they are no longer required for registration into public schools. He reminded the boards that they need to be concerned about cohorts with small numbers of students, as confidentiality may be a concern.

Moore (D200) expressed interest in the determination of next steps as an outcome of this evening's meeting.

BOARD UPDATES ON EQUITY INITIATIVES AND COLLABORATION

Oak Park River Forest High School District 200

Two students explained the SAFE (Students Advocating for Equity) program and how it is helping the students in their school feel safe. They explained that in the past, minority students would feel the pressure of having sensitive discussion because they would feel like they are representing their whole race. The goal of SAFE is to create a curriculum that supports equity and allows every student to walk out of the class feeling like they have learned something. They explained that the pilot, scheduled for the fall of 2019, is a repeatable semester course taught in freshman and sophomore classes. It would give a true description of what diversity is. The next steps include identifying and working with teachers who can help develop the course. The students reported that there are other schools with equity programs, but none of them are student led.

District 97

Member Breymaier shared that the District 97 Board is working to pass a racial equity policy. The policy, which is unanimously supported by the Board, focuses on the curricula (interventions), professional development for staff to provide support in an equitable manner, and dealing with the long-term things that need to be changed. He noted the importance of centering this work on adult practices.

He shared that the district is focusing on the basic academics; how to improve reading and math in the tiered levels of support, and how that has an effect on equity. The district is considering the social emotional development of the children, added more social workers to the system, has a cultural climate teams at both middle schools, looking at ways to redesign the student behavior handbook to align with more restorative practices, and provided trauma informed care to the social workers and administrative team. He explained that the district is focusing on teaching practices, and more co-teaching which helps with differentiation. The district is looking at how it is aligning its work force to the district’s goals by hiring teachers and retention efforts that support teachers of color. The district is providing more leadership opportunities for the teachers so they get the best practices in an equitable manner.

Breymaier reported that the district is offering a program called Internet for All, which offers low cost internet to families that do not have the service in their homes.

River Forest Elementary – District 90

Ralph Martire, board member from District 90 noted that there are three areas that the District 90 Equity Committee has been focusing on;

- 1) Support of pedagogical “best practices”. He noted that everyone in the community needs to understand that equity is about excellence for all children, and providing the systems that every child needs; finding the approach that works for every child. He shared that the district has also moved to the universal design for learning.
- 2) Targeted professional development. Martire noted that professional development is necessary for everyone; board, faculty and administration, and sometimes training is repeated. He shared that faculty expressed some resistance in the beginning, but are now engaged.
- 3) Revised recruiting and hiring practices. Martire reported that consultants were hired for this purpose. They determined that some students had a 90 percent chance of never being taught by a minority teacher. Another consultant was hired to review the methodology for hiring. In the last three hiring cycles, 30 percent of the new hires were minority.

Martire recommended that the other districts create a standing committee that will monitor equity progress on an annual basis. He suggested that the focus should be to change the culture so that all families feel welcomed.

He reported that the current District 90 community engagement includes “One District, One Book” launch, and Town Hall forums in place of a few regular board meetings during the year. Martire finished by saying that if you design a system that is equitable, it does lead to an excellent educational environment.

Oak Park River Forest High School – District 200

Sara Spivey, board member for District 200 acknowledged the Tri-Board on Equity members, Ralph Martire, Rob Breymaier and herself, and expressed interest in having the committee continue their work.

She noted the racial equity issue that has existed for a long time, and noted that the district is only as good as their superintendent. She recognized Dr. Pruitt-Adams as a champion of this work, and referenced the strategic plan.

Spivey reported that during the 2017-18 school year, 40 teachers participated in an intensive training led by CARE. They will spend the next five years looking at their curriculum and processes, and how they affect the students. She reported that two dedicated teachers were hired as mentors for the teachers and professional development has been offered. She noted that the professional development is great, but practical tips need to be shared on how to implement the lessons learned.

Spivey reported that the district's dress code was being inequitably applied. The district changed the dress code to be more inclusive of the clothing that the children want to wear. The district also developed a gender policy and began restorative practices process. She noted that creating the racial equity policy and the procedures are the current focus.

COMMUNITY FEEDBACK AND QUESTIONS/PUBLIC COMMENT

None

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ADJOURNMENT

Hickey (D90) motioned to adjourn, seconded by Moore (D200) at 9:06 p.m. The motion was carried.

ADJOURNMENT

Board President

Board Secretary