

August 22, 2017

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Tuesday, August 22, 2017, in the Board Room of the OPRFHS.

Call to Order

President Moore called the meeting to order at 6:37 p.m. A roll call indicated the following Board of Education members were present: Fred Arkin, Matt Baron, Jennifer Cassell, Thomas F. Cofsky (telephonically), Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy. Also present were Dr. Joylynn Pruitt, Superintendent; Tod Altenburg, Chief School Business Official; Brenda Horton, Director of Human Resources; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:38 p.m. on Thursday, August 22, 2017, 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; Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(1), as amended by PA.93—57; and 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); A roll call vote resulted in all ayes. Motion carried.

At 7:35 p.m., the Board of Education resumed open session and recessed. At 7:48 p.m., the Board of Education resumed its meeting in Room 293E.

Joining the meeting were Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Greg Johnson, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Dr. Gwen Walker-Qualls, Director of Pupil Personnel Services; and Karin Sullivan, Director of Communications and Community Relations.

Visitors

Sheila Hardin, Faculty Senate Executive Committee Chair; Cynthia and Jocinda Bauman, Kelly Benkert, Berger Wolf Family, Victoria Bynun, Kyle Catrombone, Eileen Curran, Jennifer Czajka, Owen Daniel-McCarter, Rev. Emily Gage, John and Jen Gordon, Paul Goyette, Christy Gutts, Kelli Hassa, Cam Hendrickson, Jalissa Horne, AnneMarie Kill, Dan Klest, Pam Lawrence, Ingrid Lin, Carl Lingenfelter, Ingrid Liu, Cynthia Martin, Deanna Pacelli, Amy Renzulli, Libby Scott, Avery, Josh & Rachelle Siegel, Stacia and Sadi Smith, Bronwyn Soell,

Valerie Tobin, Natalie & Martin Torres, Brent Turner, Rebecca Willard, and Deb Wolkstein, Bob Spatz, community members; Mary Haley of the League of Women Voters, and Michael Romain of the *Wednesday Journal*.

**Public
Comments**

Owen Daniel McCarter, an attorney working with the transgender community regarding discrimination, policy misconduct, civil defense and police misconduct work, executive director at Illinois Safe Schools Alliance, was excited to support OPRFHS. He has found that many of his clients get unequal and unfair access to education. He has personally provided trainings of some administrators at OPRFHS several years ago and recently at District 97 for teachers, paraprofessionals, etc. He was a graduate of OPRFHS and went to Percy Julian Junior High. He was born a female but identifies as a male. He stressed that policy and procedures are vital to the lives of transgender students, and that it was especially important for those transgender students who do not have family support. He suggested that OPRFHS be a model for other districts in creating a welcome space. He offered his support to OPRFHS.

Kyle Caterbone, senior, identified as a transgender male and concurred with the above speaker's comments. He has been working with OPRFHS since he was a freshman to help it adapt to support transgender students. When a policy is absent, it makes things more difficult for the students. It is important for the Board of Education to make decisions so that others can have an easier time. The more changes that are made, the better it is for all.

Martin & Natalie Torres thanked the Board of Education for the opportunity to speak about supporting policies related to transgender students. Their transgender child is going into first grade. While being a parent is a humbling experience, being a transgender child has many more layers of issues. They were grateful to the principal, teachers, social workers, etc. to help them figure out a game plan for transition, i.e., name change pronoun use, bathroom situations, etc. While many families have acknowledged their transgender students, more are coming. Many have had uneven, heartbreaking experiences in school. As children get older, it becomes more complicated and the stakes are higher. They hoped that OPRFHS would adopt a more comprehensive set of policies.

Deanna Pacelli, therapist, parent of an elementary school child, asked the Board of Education members to imagine being in a new social situation and introducing themselves and then the group says, "No, that is not your name and you are in the wrong place." It would be awkward. Would it be a joke? Would you just accept it? There would be a feeling of displacement and that is just a glimpse of the transgender experience. Transgenders have been brought up in a world that has demonized their existence. People who identified as transgender seek safety. OPRFHS is an educational institution and it is ignoring a huge issue. Can intellect grow in a school that is not safe? There is so much to learn from them.

They need to be recognized and the school must be willing to listen. That will send a strong message to the school and the community that there are many ways to be in this world. She asked that the Board of Education consider its part in that scenario.

Rev. Emily Gage, leader of the Faith Development Program at Unity Church, and a parent, supported policies that support transgender students. Unity provides a safe and nurturing community to all students. She has seen that love and acceptance save lives.

Jane Diterberg, resident of River Forest, noted that her son had identified as non-binary person in sixth grade. Her son has had an easier experience than he had at District 90 but it has not been free of challenges, i.e., there are gender-neutral bathrooms but not neutral gender locker rooms. The school is helpful in addressing a variety of issues such as pronoun use, auditioning for performances, etc., and A Place for All has been a safe experience. However, Ms. Diterberg was appalled that the high school had not abandoned the dress code for graduation. Caps and gowns are not rooted in gender stereotypes. Many transgender students have questions about school activities. Instead of using energy on thinking about what bathroom to use or where to go in the gym or if they will be marginalized in activities because I don't fit into a box, they could use that energy on academics. She continued that OPRFHS could not make it easier but removing unnecessary obstacles that are barriers in their lives, making the school better for all students.

Connor Diterberg stated he recently changed his name to the male gender marker, because there are no nonbinary options. He struggled with where he was going to put himself during gym. A policy that supports students like him will demonstrate that they are just as loved as any other kid.

Rebecca Willard, Oak Park resident, stated that while none of her 3 children are transgender, she was at the meeting in support of all students. She read the following letter from Chris Welch, Illinois State.

“Dear OPRFHS Board Members,

“As a member of the Oak Park and River Forest communities, I believe that transgender and gender-expansive youth deserve the right to be treated with dignity and respect in schools, regardless of age. I understand how difficult it can be to take a firm stand on a position that invites strong opposition; however, it is our responsibility to use our elected positions to seek improvements and that sometimes that means taking a stand in support of our most marginalized community members. Our schools must be proactive in creating a school culture that respects and values all students. I urge you to pass strongest possible

policies to support the health and well-being of transgender and gender-expansive students.

“It is over welcoming consensus of child health and education experts that affirming and supporting the gender identity--one’s deeply held knowledge of one’s gender--of transgender and gender-expansive students is critical to their health and well-being.

“In the educational context, doing so includes the following:

- Avoiding gender segregation in all practices that do not have a sound pedagogical purpose. All school staff should use a gender-affirming approach in their curriculum and pedagogy.
- Using the name and pronouns the student indicates are appropriate, including in technology systems and documents/forms (without a legal name change as a requirement.)
- Permitting the student to dress according to their gender identity.
- Giving students access to restrooms, locker rooms, overnight accommodations, other facilities, and activities/events
- Providing staff and faculty with ongoing training on gender-affirming educational practices
- Designating a gender support team and/or coordinator who can assist with gender support plans and gender.
-

“He urged the Board of Education to demonstrate your leadership by passing policies that meet the above conditions to create a healthy school environment where every student can learn and thrive.”

Avery Siegel, sophomore and transgender female, reported that she came out to her mom in 8th grade at District 90. She had considered telling the social worker but did not. Once she had graduated from 8th grade, she socially transitioned and went to high school as a girl. She requested that teachers addressed her with female pronouns, but most teachers still call her “him/his/he.” Even after the gender record was changed, most classmates called her “he”. While it is happening less, none of the teachers were told she was transgender. She hoped that people would recognize that calling the right pronoun is important.

Brent Turner, executive director of Northwestern University’s Campus Life stated “Trans Lives Matter.” He asked those in attendance to stand in support of gender inclusive schools. Students thrive and learn when they can be their authentic selves. When they are not there are increased suicides, depression, and low academic achievement. He commended the Board of Education for the courageous leadership on this issue.

Stacia Smith, resident of Oak Park and mother of 4 in District 97, is an advocate

for LGBTQ students at OPRFHS and works with the Illinois Safe Schools Alliance and Lurie Children's Hospital. Her sibling is now 29 but came out to the family at 23 because he started taking testosterone. A year later, he decided to be gender fluid. It was a great journey for the family. Transgender people have a suicide rate of 42% because they are not accepted. She encouraged a tri-district approach for acceptance, privacy in locker rooms, etc. She read quotes from 2016 OPRFHS students.

1. More unisex bathrooms are needed
2. Teachers make fun of pronouns.
3. Stop acting like LGBT.
4. Pronouns are still a big issue
5. Security guards mess up.

Ingrid Lin, resident of River Forest, parent, and physician, was introduced to the trans community by a close friend who had felt confident to tell friends and family that he was a he and she. She continued that transgender is not the same as sexual identity. She encouraged the school to have a welcoming environment for the students and read a statement from Lauren Young, teacher, who felt it was imperative to adopt policies in support of transgender youth.

Ev Berger-Wolf, an OPRFHS junior, a transgender male, came out at the beginning of his freshman year. He has had some interesting experiences and he is passionate about providing an inclusive environment. He stated that OPRFHS is inclusive, but problems exist that need to be addressed and this community needs to feel all students feel as members of the school.

Valerie Tobin, a psychiatrist for 10 years, was providing hormonal treatment for teens in Portland. She has spoken internationally about young people's health. Transgender students report bullying in schools and more dating violence. Transgender women who are colored are more likely to be murdered than any other group in the United States. A higher risk of depression, self-harm, suicide, and violence, etc. occurs in this population.

Brown Soell, a senior, read a statement from Gretchen Livingston, while a board member from Evanston Township High School and an attorney, these remarks were from her as an individual person, not that board.

“ETHS was at a similar crossroads earlier this year. Because of our experience, I wanted to share my thoughts with you to the extent you wish to learn from our own experience. I am available for those of you who may wish to visit with me at another time as well. Of course, I understand that school board politics are hyper-local, and I cannot possibly know what forces are at play in your

community, of which I am not a member, so I do not presume to know what you need.

“In Evanston, our transgender students had not been permitted to use locker rooms corresponding with their gender identity, despite existing anti-discrimination language in our policy. Our students and their families sought a more clear statement in policy to protect our transgender students. After an unnecessarily protracted process, in my view, during which hundreds of supporters wrote to us and appeared in support, we made that change, and it is now part our policy.

“At the time, I read a statement in which I asked our Board to not behave like the school board in the know well known Gavin Grimm case, which declined to protect its student’s rights. I said:

‘Let’s not be that school board. Our students are looking to us for leadership on this issue. They have spoken out in ways that many of us would never dream of doing. They have exposed their own vulnerabilities on issues that go to the core of their being. They expect our support tonight based on what we have said and done in support of equity at ETHS. ...’

“Given our leadership on issues of equity within our community, particularly around race, I see no reason why we cannot lead on issues of equity related to gender identity. Simply put, we do not treat our students differently on the basis of characteristics like skin color or disability, nor should we do so on the basis of gender identity. I have always understood our equity efforts to be about more than supporting the identities of our students on an ad hoc or case by case basis, which is why we have a strong equity statement and related policies and procedures. Indeed the development of such policies is at the core of the work of the Board.”

“Since we made this change, the 7th Circuit Court of Appeals reached an important controlling decision supporting transgender students’ rights, cited by your attorneys in its memo in your packet. Take a few minutes to read that decision. I hope you will join communities like Evanston in supporting its students. Gretchen Livingston

Jen Gordon, a resident of Highland Park and parent of 4, has a transgender daughter entering middle school. Her family believes diversity and inclusion feeds the soul. Oak Park values this. This is an opportunity to show that not only the community, but the state and nation, as it stands for the rights of all students. Her daughter is thriving due to the work being done by OPRFHS. Highland Park has 3 middles, 8 elementary schools, and 2 high school for a total of about 9,000 students. She has become a national advocate for transgender students and she had joined her school’s

policy committee which then included gender inclusive to its policy. Not having clear policies in place coupled with the federal government, her district wanted to make it right.

Jennifer Czajka noted that her daughter was teaching her grandmother about being transgender and she felt that was a move in the right direction. She stated that she was lucky to be able to give the Board of Education a petition with 400 signatures that she had collected in 48 hours. “OP prides itself in being liberal and that being said, we need to take steps to make it more equitable for all.”

Jalissa Horne, parent, reported that when she was asked why the petition was so important, she responded, “Why wouldn’t it be? She then realized that was arrogant and a waste of discussion. It was cowardly not to give time to be articulate to talk about her son’s experience. She stated that her 5-year son defies every box. He is a self-declared boy who has long hair and glitter and is happy about being a boy and a girl. He is self-aware. He said that he knew as kids get older, they were less accepting. He continued that he wanted a variety of clothes. “If I wear what I want, other kids might realize they can.” He put himself on the line with a new school and kids. He has taken it upon himself to be an advocate. He is choosing to be his full self so that other children can be. The job now is to make them feel respected, protected, and can be whatever they want.”

Kelli Hassa, a lawyer, taxpayer and parent of 2 children, urged the Board of Education to move to adopt both federal and state law. Title IX is about gender equity in schools. Illinois has a state law that specifically provides protection of Title IX. Although legal issues are important, what matters are the individuals by not having gender exclusive policies in place. This is an opportunity for the Board of Education to lead in setting examples.

Ev Catrambone, parent of senior, moved to Oak Park for the schools. Her child started in a Catholic school in Oak Park and when he came out and given the choice to leave a Catholic school for a public school, he said that he had started something and he was going to finish it.

When he transitioned between the summer of 8th year, it was an eye-opener and she was concerned that he would have a hard time going from a Catholic school to a public school. OPRFHS has been wonderful to him, acknowledging including Counselor Herbst. She wanted her child to continue to feel safe. She asked the Board to consider that when making policies, many students do not feel safe and cannot advocate for themselves.

Eileen Curran graduated in 1985 and is the parent of 2 children, an OPRFHS graduate, and a sophomore. A motto “Those Things That Are Best.” She wanted OPRFHS to be the best and it is trying to do so, but it is not there yet. Her oldest

daughter is gay and belonged to A Place for All. She supported the idea and thought process behind it. Her child does not advocate for herself. She came to the meeting to support this group of people.

Status of FOIA Requests

Ms. Kalmerton reported that 1 FOIA had been received and that was resolved.

Student Council Report

Matthew Vietzen, the new Student Council Board of Education liaison, hoped to learn much in this position. He supported everything that had been said in public comments. He was excited to work with the Board of Education and share his insights on student life.

Superintendent school Announcements

Dr. Pruitt-Adams reported that the Huskie Kick-Off Event got the 2017-18 year off to a great start. New Huskies numbered 874 and were greeted by a wonderful array of Junior and Senior Mentors, Faculty and Staff. She thanked Ms. Susan Johnson, Director of Student Activities, and the many juniors and seniors who gave of their time to welcome the newest Huskies.

The day consisted of a welcome celebration in the auditorium followed by group meetings with counselors, in addition to a brief tutorial on the Chromebook and how to access information from their student accounts. The day concluded with freshmen going to classes to meet their teachers and orient themselves with the best routes to navigate the building.

This was the first day officially day for the remaining 2,541 sophomores, juniors, and seniors. The total enrollment for this year is 3,416, with the Class of 2018 being the largest group of Huskies totaling 896.

Dr. Pruitt-Adams thanked the Building and Grounds team for its tireless efforts to get the classrooms, hallways, and offices in mint condition and ready for the school year!

Consent

Dr. Moore moved to approve the following consent items:

- A. [Check Disbursements and Financial Resolutions dated August 22, -2017](#)
- B. [Monthly Treasurer's Report](#)
- C. [Monthly Financials](#)
- D. [Personnel Recommendations, including New Hire and Retirement Policies for First Reading](#)
- E. [Policies for First Reading](#)
 - 1. [Policy 2:100, Board Member Conflict of Interest](#)
 - 2. [Policy 3:70, Succession of Authority](#)
 - 3. [Policy 4:15, Identity Protection](#)
 - 4. [Policy 5:120, Employee Ethics; and Conflict of Interest](#)
 - 5. [Policy 5:285, Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers](#)

6. [Policy 5:300, Schedules and Employment Year](#)
 7. [Policy 6:70, Teaching About Religions](#)
 8. [Policy 7:100, Health and Eye Examinations; Immunizations; and Exclusion of Students](#)
- F. Open and Closed Session Minutes [June 22](#) and [July 13](#), 2017 and a declaration that the closed session audiotapes of December 2015 be destroyed

seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

The Board of Education recessed at 8:59 p.m. and resumed at 9:08 p.m.

Discussion
Sex
Equity

Dr. Pruitt-Adams reported that in compliance with Strategic Plan Goals 1 and 2: transgender students are to be protected. The District's Policy 7:10, Equal Educational Opportunities, is not robust enough and procedures need to be created to protect students as they relate to filings, transcript, curriculum and facilities. This discussion is the start of an education.

Policies 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment, and Policy 2:260, Uniform Grievance, list some of the current systems at OPRFHS for the safety of students in regards to curriculum, gender, and having a safe place for all.

A cursory review of OPRFHS space shows that locker rooms exist for girls and boys, not for transgender students. Families have had discussions with their counselors and social workers about meeting their children's needs. OPRFHS needs a robust way to insure that prior to a student's enrollment, support is already there. While OPRFHS currently has 5 unisex of bathrooms throughout the building for transgenders, they are free to use whatever restrooms to which they identify. Ginger Colamussi is the social worker designated to meet with these students. Once a student or family has notified the school, certain markers get put in place. The registrar initiates data management changes through the technology department which appropriately moves files around, all without any email exchange. Dr. Pruitt-Adams had reached out to individuals on staff who have voiced an interest about putting supports in place and she is working with Jennifer Smith of Franczek Radelet who worked with Evanston Township High School on its policy and procedures.

In the packet was a memorandum from Ms. Smith about the controversial legal issues. Unlike other areas of law, this topic is not yet defined nor explicit. It is rapidly developing and changing. The Board of Education policy can be detailed, but the administrative procedures can be broad. The experience tends to be in the details. Who do I go to? What form do I fill out? The Board of

Education has options in the policy or the procedures. A snapshot of the current risks are 1) litigation involving school districts at the federal level, 2) funding and jeopardy depending on the areas, 3) enforcement of Title IX at the federal level, but it has been signaling that it will not enforce bathroom issues. OPRFHS is within the jurisdiction of the 7th Circuit Court. As the law stands today, Illinois public school have a significant risk of civil liability if transgender students are prohibited from accessing restrooms where stalls provide privacy. Other issues to be considered: Do all students have privacy rights? Transgender and gender in the local area, Palatine, allegedly that practices. So far the parent group is unsuccessful but in early stages of litigation.

Ms. Cassell stated that this an opportunity to be progressive and stand up for the rights of all students and she thanked Dr. Pruitt-Adams for the work thus far. While this is a good starting place, the District needs to do the work of examining procedures that might create a barrier to students in feeling welcome, i.e., practice in providing safety, gender-specific support plans (similar to an IEP), instructional and institutional practices that might separate genders, i.e. making restrooms, locker rooms, and overnight trips accessible. Work is being conducted with experts in the building (social workers and counselors), advocates in the legal and child development field, and students. District 200 will work with District 90 and 97 as they embark on this work. This will also involve educating the community about current policies and procedures. Outreach to other schools will occur about their policies and procedures, i.e., Evanston Township High School has a family night for this type of community. Professional development will be provided to faculty, staff, and administration to inform them about these students having a sense of safety and belonging throughout the building. She hoped that action could be taken as soon as possible so that at all students feel supported. This aligns with the Strategic Plan and it is the right thing to do.

Mr. Iseli too felt the need to move quickly, but not all at once. He suggested breaking it down and allowing the students who are most affected help to prioritize.

Mr. Baron noted the importance of being cohesive with Districts 90 and 97. This is an evolving issue. OPRFHS has been intentional over the past 18 to 24 months about how race affects academics. This is a public school and it has a responsibility to protect all students, no matter how they identified. He hoped that the District could implement the broadest policy and he wanted to talk about the construction issues.

Mr. Arkin was thankful for the public speakers. He echoed Ms. Cassell and Mr. Iseli's thoughts. It is incumbent on OPRFHS to have a climate that is supportive of all students so that all students can come here and feel safe. Some of the comments

that had stuck with him were about how the students need to feel protected and respected. He needed to hear more from the experts and from the students.

Mr. Cofsky concurred with the other members' comments. OPRFHS has the responsibility to update and modify its policies to meet the needs of the students. This community has excellent resources and he agreed on the size of the task and not doing it all at once.

Dr. Moore too concurred with the other members' comments. This is under the Board of Education's purview and she urged that a timeline be set for the District to have a firm policy that is more expansive. Other districts that have gone through this process. This community is rich in knowledge and will. She wanted to ensure that the focus was on students who do not have family support. The Strategic Plan and the facilities plan are the areas to move forward on this.

Dr. Pruitt-Adams noted that this was a perfect time this work. Ms. Cassell and she had already talked with Evanston Township High School. She is meeting with community members and it helps that Jennifer Smith of Franczek is at the forefront of this effort and that it is tied to the Strategic Plan goal 1 and goal 2, SEL. She appreciated the Board of Education's guidance on policy. Once the policy is developed it will give focus and procedures. As IMAGINE OPRF embarks, it will consider how academic achievement can be considered for all students. Looking at all of the spaces is important information moving forward at this time. She thanked the Board of Education for its guidance. This is the first of many conversations and she understood that time was of the essence

**Strategic
Plan Priorities
For 2017-18**

On June 22, 2017, the Board of Education approved the Oak Park and River Forest High School Strategic Plan 2017-2022. The plan encompasses six broad goals: Holistic Community Education, Equity, Supportive Learning Environment, Transformational Teaching and Learning and Transformational Leadership, and Facilities and Finance. Over the summer, the District Leadership Team (DLT) assigned ownership for each goal to a member or members of DLT. The six goals each comprise several strategies, and ownership for each strategy were assigned to DLT members. Next, the team identified which strategies to focus on for the 2017-2018 school year. A chart of these priorities was attached and includes deadlines for each DLT member to assemble action teams and schedule a first team meeting. The teams will review all the feedback that was submitted by stakeholders in the spring and finalize action steps by October 31, 2017.

The strategic plan was a major focus of Institute Day activities on Aug. 17. The superintendent gave a keynote address on the plan, followed by breakout sessions where all faculty and staff received more detailed presentations on each of the goals by teams of district and building administrators. All staff were invited to

participate on action teams and/or provide their thoughts and ongoing feedback either in person or via the dedicated email address, strategicplanfeedback@oprfs.org. The superintendent is creating an accountability team of stakeholders who do not serve on any action teams. The accountability team will meet quarterly to monitor the progress of the action teams and ensure the work stays on track. The remaining timeline for this year is as follows:

- September 2017: Accountability team identified
- December 2017: Accountability team meeting
- January 2018: Strategic Plan update to the Board
- April 2018: Accountability team meeting and strategic plan update to the Board
- June 2018: Accountability team meeting and strategic plan update to the Board

Mr. Arkin thanked Dr. Pruitt-Adams for the great speech she had given on Institute Day to which she said that day was due to the efforts of the DLT members who worked as a team to get the message out. It was a team effort.

Mr. Iseli asked if consideration had been given to reorganizing the Strategic Plan. Dr. Pruitt-Adams responded that DLT has had many discussions and has been deliberate on everything relating to the Strategic Plan. The difficulty with having a board section is that it covers so many pieces. The idea is to have everything that DLT does relate to the Strategic Plan. At the end of each memo that comes before the Board of Education will have a link to the strategy, goal, and policy to which it is connected. Some will be action items and some will be a discussion. An example is a hiring policy which is under the Board of Education's umbrella, but the protocol becomes management, just as the Culture, Climate and Behavior Committee. Mr. Iseli said not to be afraid to push back on the Board of Education and Dr. Pruitt-Adams stated it was a learning process for all.

**2017 Summer
Graduates**

Ms. Cassell moved to certify the summer 2017 graduates from Oak Park and River Forest High School, as presented; seconded by Mr. Iseli. A roll call vote resulted in all ayes. Motion carried.

**Board/
Superintendent
Agreements**

Mr. Iseli moved to approve the Board/Superintendent Agreements that were created on July 13, 2017; seconded by Mr. Arkin. A voice vote resulted in motion carried.

**Board of Education
Goals**

Mr. Baron moved to approve the goals of the Board of Education for the 2017-18 school years as follows; seconded by Dr. Moore.

1. Monitor goals and activities of Strategic Plan as prioritized by the Superintendent for the 2017-18 school year.
 - The Strategic Plan Advisory Team will provide quarterly updates to the board.
2. Establish district policies and practices related to school climate and code of conduct through review and approval of the 2017-18 Culture Climate and Behavior Committee (CCBC) recommendations

- . CCBC chair will regularly update board.
- 3. Approve a hiring policy in order to employ the most highly qualified, creative and student-focused faculty in the region.
 - Guide administration in creating procedures to improve recruitment and retention of faculty of color.
 - Clarify financial targets for salaries of new faculty.
 - Ensure uniformity of hiring practices across divisions
- 4. Develop a Long-term (5-10 year) Financial Framework building on District 200 Policy 4:20.
Reinstate Financial Review & Advisory Committee (Board Committee) comprised of community members
Utilize external comparable data as benchmarks.
Monitor/Establish key metrics for ongoing management of finances
- 5. Improve Board effectiveness through community outreach, professional development and self -evaluation.
Hold 2-4 topic driven community meetings/town halls
Commit to biannual self-evaluation retreats.
Attend relevant workshops.
Evaluate Meeting effectiveness.
 - Establish set of criteria for effective meetings.
 - Written set of norms/agreements that are assessed and revisited regularly.
 - Identify and use an instrument/survey to regularly review and Fine-tune meeting structure.

Note: “faculty of color” was defined as black or brown faculty or inclusiveness of all.

The details for coordination the hiring procedures between divisions and activities, hiring more minority teachers, incentivizing teachers to coach, and building a career path for current students to become teachers here can be captured in Dr. Pruitt-Adams’ own goals, with the Board of Education providing guidance in order to effectuate the policies in place.

Mr. Baron wanted the Board to have more community outreach opportunities, not just 2 to 4 townhalls, as it was important to for the Board of Education to reach out to the community instead of them coming here. Dr. Moore reflected that she had tried to convey that by stating “community meetings and townhalls”. This was not about going out as individuals. Mr. Baron suggested things like the community festival, farmers market, Downtown Oak Park on Thursday nights, other festivals, and marching in the parade. Mr. Arkin concurred on community outreach and interaction with the community. Dr. Moore stated that there are Board of Education liaison roles that offer these types of opportunities, tri board meetings, and being very intentional about

honoring those things that occur within the building, i.e., Open House, New Staff Breakfast, End of the Year Breakfast, etc.

The intent of the Reinstatement of the Financial Review and Advisory Committee Comprised of community members was for this to be a standing Board Committee.

**Agreement
Between District 200
And SEIU No. 73
Classified Personnel
Association**

No action was taken.

**Culture, Climate
And Behavior
Committee
Membership**

The Board of Education was asked to appoint the membership of the Culture, Culture, Climate and Behavior Committee. The makeup of the committee members include 3 new students, new community members, returning faculty members and 3 Board of Education members. The meeting will start at 6:30 p.m. and a light meal will be provided to make it easier for faculty and administrators to attend the meeting.

Initially, this Committee was called the Parent Teacher Advisory Committee (PTAC). The state had mandated this committee and its charge was to look at student discipline. As the work evolved, the focus on racial equity took hold. And while many of the teachers wanted to participate, their schedules would not allow them to do so. However, this committee has strong voices. Ms. Dixon Spivy noted that the members were passionate about the committee's work and that the makeup had geographic representation and parents who have or are serving on other district parent-sponsored committees. The students who were participating were part of VOYCE which had transitioned to SAFE. This committee is subject to the Open Meetings Act.

Mr. Iseli offered that the District should be intentional about how people were recruited and that the teachers were not handpicked.

Mr. Iseli moved to approve the membership of the Culture, Climate and Behavior Committee as presented; seconded by Ms. Cassell. A roll call vote resulted in all ayes. Motion carried.

**Student
Participation in
Extracurricular
Programs
2016-17**

As an informational item, the Student Participation in Extracurricular Programs for 2016-17 that was presented at the Committee of the Whole was provided in packet.

**District
Reports**

None

Future Agenda Items Individual Board of Education members asked for the following items to be placed on future agendas.

- 1) Discussion concerning the recommendation to commit a portion of the fund balance into the capital or operations and maintenance fund, perhaps at the time when the 5-year plan is presented and the budget is approved. The forecast should give idea on how moving those funds would impact a referendum and signal to the community that the Board of Education was acting on its policy. A question was raised as to whether a Finance Advisory Committee should be convened.
- 2) Committee of the Whole will discuss pending legislation that may have an effect on incremental funds available to districts. OPRFHS has a high fund balance and may be excluded from the state budget.
- 3) The development of the process to go out for a bid for an architect of record.
- 4) 5Essentials at a Committee of the Whole meeting.

At 10:30 p.m., the Board of Education recessed to move back to the Board Room.

Closed Session

At 10:35, the Board of Education reconvened closed session and moved to open session at 11:39 p.m.

Adjournment

At 11:40 p.m., Mr. Baron moved to adjourn the regular Board of Education meeting; seconded by Mr. Iseli. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Jennifer Cassell
Secretary