

May 24, 2018

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, May 24, 2018, in the Board Room of the OPRFHS.

Call to Order

President Moore called the meeting to order at 6:35 p.m. A roll call indicated the following Board of Education members were present: Fred Arkin, Matt Baron, Jennifer Cassell, Thomas F. Cofsky (attended telephonically), Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy. Also present were Dr. Joylynn Pruitt-Adams, Superintendent; Tod Altenburg, Chief School Business Official; Greg Johnson, Assistant Superintendent for Curriculum and Instruction; Michael Carioscio, Chief Information Officer; and Gail Kalmerton, Executive Assistant Clerk of the Board.

Closed Session

At 6:39 p.m. on Thursday, May 24, 2018, Dr. Moore moved to enter closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); 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 meeting minutes; closed session minutes; seconded by Mr. Arkin. A roll call vote resulted in all ayes. Motion carried.

At 7:30 p.m., the Board of Education moved to Room 293E and resumed the open session.

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

Visitors

Gus Noble, Chicago Scots; Chadwick Boseman, John Abbott, Rodrigo Anzures-Oyarzabal, Kelly Benkert, Karen, Ryan, and Chris Brammer, Chris Broderick, Laurie Brown, Victoria Bynum, Katrina Carson, Clay Carson, Evaleen Catrambone, Jeff Cobb, Jennifer Crala, Wendy Daniels, Jane, Josh, and Connor Ditelberg, Beth Doell, Susie Donahue, Lucy Fox, Gearah Goldstein, Laura Hartnich, M. Healy, Nick Heap, Kebreab Henry, Patty Melgan Hooks, Elanor Huber, Trent Jackson, Elizabeth Jarpe-Ratner, Ambria Jones, Lynn Kamenista, Anderson Kennedy, Terry Kinsey, Mary Leger, Kathleen Lojas, Melanie McQueen, Lydia Mulkey, Kelly O'Keefe, Sally Olson, Hal Patnoff, Hope Pickett, Michael Poirier, CJ Porter, Sheela Raja, Dot Roche, Jay Rome, Tammy Schulz, CarolSchweig, Joanne Smith, Susan Stephens, Dr. Elizabeth Stigler, Sue Stock, Martin Stockward, Danielle Stotts, Helen Thomm, Chase Thompsen, Natalie Thompson, David Ubogy, Beth Vlerick, Lee Ward, Wilbert O. Watkins, Delena Wilkerson, Deb Wolkstein, community; Mary Haley, League of Women Voters; Steve Schering of the Oak Leaves; Gavin Morgan, Oak Park Township; Mark Jolicoeur, Perkins+Will; Terry Fielden of ICI Inc.; Jim Boyle, Scottish Home; Jonathan Banks, Jazmin Benion,

Hasani, Cannon, Fatima David, Kara Jackson, Nic Ubogy, and Devin Washington, students; Adam Badon, Linda Carlson, Jacquie Charette-Bassirihad, Ginger Colamussi, Helen Gallagher, Louis Giovanni, Sheila Hardin, Naomi Hildner, Kris Johnson, Peter Kahn, Matt Kirkpatrick, Patty Melgar, Katie O’Keefe, Hooks Jacklyn Thompson, OPRFHS faculty and staff; Susan Campos and Paul Jensen of Triton College; and Michael Romain of the *Wednesday Journal* and Steve Schering of the *Oak Leaves*.

Student Recognition The Board of Education recognized the following students and their teachers/sponsors:

Students who completed the Basic Nursing Skills Training Program

Ijada Folsemback	Jolie Pont
Kayla Jackson	Eyana Hampton
Zoriah Jones	Matthew Kreis
Annagrace Vargo	Madison Staples
Meghan Slade	Veronica Connolly
Aeron Bucal	Cameron Bayer
Makayla Dixon	Jessica English
Devin Washington	Fatima David.

Jim Boyle is the administrator of Caledonia Senior Living and the Scottish Home, Gus Noble, president of the Chicago Scots, the oldest not-for-profit organization in Illinois and supports the Caledonia Senior Living and Scottish Home Campus and Paul Jensen and Sue Campos Triton College deans who provided exceptional contributions in getting this up and running. Matt Kirkpatrick is the Division Head for Science and the teachers were Patty Melgar and Hooks Jaclyn Thompson.

The winners of the APPLE SEED Scholarship Essay Contest

Jonathan Banks	Jazmin Benion	Hasani Cannon
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Kara Jackson of the Louder Than a Bomb Slam Team and teacher, Peter Kahn. Ruth Lilly, a Pulitzer Prize finalist choose Kara Jackson as the best piece of writing.

Ms. Jackson read the following poem.

Self-portrait wearing the American Flag

there is one nation under Pat’s wig
one nation under my fingernail
under the oil on my brother’s locks
a nation covered in razor bumps
we put the nation under our dinner table to keep it
from wobbling, wear our nation
under a thin shirt, one nation
below zero, one nation under a lightning
rail. i come from a land of not knowing
where my feet are taking me
there’s an america in my Nalgene
and I pee it out. one nation under hydration
we run the nation through tap water

give it a go in the sink
i choose when the nation is half full
and half empty. i choose when my flag
is too cold to touch my teeth
my america is always
the temperature i prefer

Melanie McQueen read the following statement. “I’s the co-president of African-American Parents for Purposeful Leadership and Education. My co-president is Joy Benion and my Parent Liaison is Telicia Moore. During my daughter’s years here from 2010-2014, I did not witness enough students of color receiving awards for academic achievement. In 2016, I addressed the Board of APPLE, Dr. Tanesha Pitman, Linda Francis, Telicia Moore, and Joy Benion, on what we could do to fill that gap and recognize our African-American students. I developed the \$500 APPLE SEED Scholarship which is for students who have achieved education excellence and shown determination while rising above circumstances or adverse situations that could have impacted their academics or educational experience. To apply for the scholarship students needed to have at least a 2.0 GPA, have been accepted by a college or university and submit a 500-word essay answering the question, “What is your vision for Oak Park and River Forest High School,” and lastly, they had to attend the scholarship dinner. The theory behind these questions was this: students that have been gone for 20 years will come back with their students and will often say that the racial climate has not changed. So that provoked the question that if things could change, what would your vision be. We began to raise scholarship funds by selling t-shirts and had received a benevolent donation from the history department in the name of Mark Vance. In the first year, seven applications were received. The winner was Andre Thurman, who currently attends Georgia State University. This year, six applied, and double the number of African-American males. The winner was Jazmin Benion. The finalists are required to attend the scholarship dinner and read their essays. She continued that the essays this year were so compelling that Dr. Pruitt-Adams donated two more scholarships to award to the other two finalists in the name of her grandson who passed away from gun violence. So, the three winners of the second annual APPLE SEED Scholarship are Jasmine Benion, Hasani Cannon, and Jonathan Banks.”

Jonathan Banks read his essay as follows:

“OPRF is an incredible school, filled with a vibrant atmosphere, teeming with diversity and individuality. Though we all come from the same geological area, every student has their own story, beliefs, and ideas. Students of all races, socioeconomic backgrounds, genders, religious beliefs, ethnicities, cultures, political beliefs, shapes, and sizes all come together at OPRF, and a school like our school has incredible potential.

“The problem is that there is so much division, and often it’s subconscious. Some forms of our division are harmless. For example, 9th and 10th graders eat lunch in the South Cafeteria, while 11th and 12th graders eat in the North Cafeteria. In that instance, the division isn't all that bad. However, there are times when division is harmful, and it can be problematic.

“In a school of over 3,000 students, with their own minds, hearts, thoughts, beliefs, passions, hopes, and dreams, there is bound to be some disconnect and disagreement somewhere. However, what we tend to do is shy away from engaging with those who disagree with us to keep the tension low. However, this tendency proves problematic when groups of students create isolated pods in which like-minded students clump together, so they never risk meeting someone with opinions that conflict with their own.

“It doesn't take much to see it; in the lunchrooms every day, the same groups of students sit in the same place, with the same people, usually with the same order of food as the day before. This stagnant isolation is reducing the potential of our school, and by students only exposing themselves to like-minded individuals, we are missing out on some of the most important life lessons, like how to be wrong, how to listen to the other opinions, how to stand up for your beliefs while remaining open-minded, how to make new friends, and how to not just tolerate our differences, but to accept them, celebrate them, cherish them, and learn from them.

“My vision for OPRF is for us to learn how to learn from each other. OPRF's greatest resources for its students are the students themselves. Attending a school with over 3,000 students enables us to connect with someone new every day. Though every student can't connect with every other student intimately, an openness to connecting with others is vital to our school's existence. Students at OPRF must connect with, grow with, and establish a community with each other because we all belong. I hope one day we won't be afraid to cross the lunchroom and talk to someone new, and students from AP classes make friends with students enrolled in College Prep classes without feelings of superiority or inferiority, and we overcome the fear of the unknown. I hope one day we go to school to learn, not just about mathematics, but about each other, ourselves, and the world that we hope to change for the better. And I hope that day comes soon.”

“My vision for OPRF is to aid and provide opportunity to those deemed helpless or those who are misunderstood. OPRF proclaims itself as a school in which all are welcome with open arms. It is a school meant to give opportunity to those who walk its halls, no matter their race, gender, religion, etc., but through my years of going through the high school, I've seen that opportunity is barred off to many, especially those of color. I remember going to one of the S.A.F.E meetings in my junior year and hearing the stories of mostly black youth feeling closed off from the many opportunities the school provides. For example, many felt discouraged and afraid to take on AP or honors courses, fearing not only the rigorous curriculum, but the desolate isolation when entering the classrooms. They felt alone amongst their peers due to skin color, knowing that they are seen as different or in the wrong place simply for that. This isolation is an unfortunate reality for many students of color, especially black youth, and is hazardous to the potential for greatness within us all. After hearing these stories, I reflected on my own experiences in higher level classes. While my memories of being in higher level classes are filled with great positivity and fun, that sense of isolation was always in the back of my mind. I felt separate from my friends, loathing the anxieties of being the “token black boy”, only being heard when I'm talking about race or being shunned for not talking about it at all. Fearing the perceptions of my peers, looking at me with blistering indifference or turning away from me entirely. These thoughts plagued my mind then and now as I finish my four years of high school. I would

tell these insecurities to my mother, hearing back, "Don't let this take away your light." When my mother says your light, it means your greatness. She would always tell me that no matter what, I must always let my light shine and not to shroud it in these dark, muddy thoughts. These words of encouragement have assisted me in not only pursuing high-level classes, but also in envisioning my future and place in the world. I believe we all have our sparkling lights inside of us all, just waiting to brighten the world. It is because of this reason it saddens me with great sorrow when I see students drenched in darkness, blind to their own lights. That is why I envision OPRF as a school that will raise students of color especially from the darkness and into their own bright, shining lights. I believe a step to my vision is hiring teachers that reflect the student demographic. Seeing someone who has gone through similar tribulations as you can greatly aid in exposing yourself to your own light. Greatness is to be shared to all, and OPRF can be the vehicle to spread it to all those who walk its halls. OPRF is a school of greatness and opportunity that has helped shaped me into the person I am today. I envision the same sense of pride and greatness for all that I feel."

Public Comments

Kebreab Henry made the following statement: "We're standing here before you to express our desire for board policy and procedures to meet the needs of all students at OPRF HS, and to make it clear that although we may disagree with the bathroom/locker room policy that was passed last month, we are not against any student – we care deeply about the wellbeing of every single student. Because we care we have many questions about how this policy would be logically implemented, and we simply want to know if research and data have shown that implementing such a policy has actually benefited transgender students while at the same time not causing harm to the other students. I don't have enough time to ask every question, so I'll read our top concerns:

1. How will the privacy rights of students be handled who do not wish to share facilities with someone of the opposite biological sex? How will you accommodate them? Will multiple personal stalls be installed in every locker room and bathroom? What will be the financial cost for that?
2. What are the parameters for determining whether a student will be declared transgender and therefore has a right to access opposite biological sex bathrooms and locker rooms, and who will make that determination and what qualifies them to make that determination?
3. In the event of sports activities, what are the guidelines for visiting students?
4. Does this policy and procedure extend to visitors to the school for theater, dance, performance and sports events? If so, how will restroom access be monitored to prevent men from taking advantage of such a policy to prey on girls in the restroom?
5. How will traveling be handled when there are overnight stays?
6. How will swimming be handled?
7. What happens if a student decides that they no longer identify as the opposite sex?
8. What accommodations were provided for the needs of the transgender students previously and why weren't they sufficient?
9. Why wasn't an alternate plan proposed that would meet the needs of these students in a comfortable, safe, welcoming way that didn't potentially place the emotional wellbeing of other students at risk?
10. How would this policy be communicated with the entire student body and their families?

11. What data and research do you have that shows the effects of this policy on the well-being and morale of transgender students or of non-transgender students?
12. And finally, what data and research do you have that shows that providing access to opposite biological sex bathroom and locker room facilities improves the mental health of transgender students and prevents them from committing suicide?

“Because we know of no data, research, statistics or otherwise that point to access to opposite biological sex restrooms and locker rooms as reducing the incidence of suicide among transgender teens. But we do know that there are proven methods and procedures that can reduce the risk of suicide for all teens. This tragedy has touched our community closely. Just yesterday in the SAY Connects insert of the Wednesday Journal, there was an in-depth article about this very topic. We would like to see the complete emotional and spiritual well-being of every young person in this school. We speak against any more of our children taking their lives.”

Wendy Daniels read the following statement: “We ask that you consider the following proven methods to nurture, care for and love our children, which reduce the risks of suicide, and direct school resources toward these efforts:

1. First, every member of the staff needs to understand that teen suicide is a growing health concern. It is the second-leading cause of death for young people ages 15 to 24, surpassed only by accidents, according to the U.S. Center for Disease Control and Prevention.
2. Referrals can be made for treatment, and treatment can be effective when signs are observed in time. Intervention efforts for at-risk youth can put them in contact with mental health services that can save their lives. The high school can make sure it’s easy for students to seek help by widely sharing information ASAP about the Support4U app, which allows students to text licensed mental health clinicians any time of day for assistance or guidance. There needs to be a major campaign blitz to make sure every single student knows about the app and can obtain and use it easily.
3. As stated in yesterday’s article, “the current best method for identifying risk, is to ask” our young people how they’re doing. As parents, leaders, counselors, we need to talk openly about the realities of struggles with mental health in an effort to reduce stigma, and let our young people know that they have options to obtain accessible help and care. The school therefore needs to educate parents about what signs to look for and what assistance is available to them.
4. According to the American Psychological Association, “Currently, the most effective suicide prevention programs equip mental health professionals and other community educators and leaders with sufficient resources to recognize who is at risk and who has access to mental health care.” I know that D200, D97 and D90 are in partnership to address these issues and they know the resources, but do the families and students know?
5. Stop a Suicide Today is a school-based suicide prevention program that has experienced success with a documented reduction in self-reported suicide attempts. Developed by Harvard psychiatrist Douglas Jacobs, MD, Stop a Suicide Today teaches people how to recognize the signs of suicide in family members, friends and co-workers, and empowers people to make a difference in the lives of their loved ones. How about considering this program for OPRFHS? It has experienced success with a documented reduction in self-reported suicide attempts.

“We submit these proposals to you in an effort to ensure that each of our students knows that they have value, they have worth, they are loved and cared for. This is key information needed to be acted upon for the reduction of teen suicide and we can agree that we all never want to see another suicide in our community. We ask that you set aside the slippery slope of the opposite biological sex access which has no proven data for its efficacy, in favor of actions that statistics show truly work. We will partner with you through service, prayer, and action. Thank you.”

Jane Ditelberg offered her applause and most sincere thank you to this team for putting together such a caring, thoughtful, and meaningful policy for transgender, non-binary, and other gender-minority students at OPRF High School. “As an OPRFHS parent, a River Forest resident, and a community member, I wholeheartedly support the district in its efforts to make the high school a welcoming, supportive, and safe place for all students to learn. As the parent of a non-binary student who has been navigating without having these in place, I am joyful that my son and others like him will have burdens lifted off of them, the burden of educating others on their rights and needs, the burden of fear of being mistreated, misunderstood, or excluded, and the burden of navigating the available protections and accommodations individually and on an ad-hoc basis without the guidance of a school and district-wide policy and plan. Freed of these obstacles, our students now will have the opportunity they deserve to explore their talents and reach their potential alongside their peers. I enthusiastically endorse the adoption of the resolution tonight on behalf of myself and my family, and the families of other current and future students who will benefit from this, I offer my administration, my support, and my external thanks.”

Sheila Hardin stated that her pronouns are she and her. She is a math teacher at the high school and the chairperson of the Faculty Senate. On behalf of the Faculty Senate, she thanked everyone who served on the Gender Equity Committee. The joint committee of administrators, faculty and staff worked hard to provide an updated policy that will help provide a safe and affirming environment here at Oak Park and River Forest high school. The faculty supports the district’s vision of gender equity as much as it supports the goal of racial equity. It is critical that the OPRF community begin to realize that equity policies are not for the benefit of one group of students. These policies, and mindset shifts are for the benefit of all students. The faculty supported the Board of Education adopting the updated policy and supports the District in implementing it.

Naomi Hildner, English Division teacher, thanked the Board of Education and Dr. Pruitt-Adams for grappling this year with all the changes in policies and the Strategic Plan. In this castle of teens, one of the jobs of a teen is to experiment with identity. It is a tough job, but that is what happens in high schools. A public high school has the obligation to offer the canvas on which to create the collage of identities. One lesson learned from the 1990’s, the Clinton years, is that there is no pleasing everyone. Some students will feel discomfort with Policy 7:10. The District’s issue is not comfort or expediency, it is about basic human rights. That is why the Board of Education is doing what is right.

Gerah Goldstein read the following statement: “We are a community, I am a gender inclusivity trainer. Diversity and inclusion, I would suggest you go into that. I stand for deepest respect for community for pulling together a community that

designs a policy that works for everyone. I have watch this district spend effort around the entire community. This effects everyone. Not just transgender but everyone around them. It matters. As a transgender person, I have approached this board with my experience as my motivation. For those that would come and speak to you about the types of protections in the policy change, they are bringing an opinion, they have not suffered inequity around this issue. They have and will not. Millions of children have been protected around the country. It is love, tolerance, acceptance - those are the lessons we want to teach our children, not only how to give it, but how to receive it and what that looks like and means. You have created a new history in the community. For those that oppose, please have no fear. There is no reason to fear the people who live with you. There is no room for fear.”

Ryan Brennan, a transgender student, felt the policy was comprehensive, inclusive, and affirming. If approved, I will walk into the high school, and I will be safe. Now I am not. It is frightening. Thank you for the policy.

Kathleen Lojas is a high school teacher and represented Pilgrim United church. Pilgrim takes the idea of justice seriously, and this policy will help. Policies protect teachers who want to protect students, who hear or see something and will be able to take action and educate others to be fairer and more inclusive. Policies protect parents who wish to give their student(s) a public school education but need to put their children’s well-being and mental health first. She thanked the Board of Education.

Elizabeth Jarpe-Ratner, evaluation director of MidAmerica Center for Public Health Practice, had the privilege to work with Chicago Public Schools to evaluate their efforts of providing teacher assistance training for the past four years. She spoke of the data she had collected through 70 interviews with staff members, security, nine focus groups with students, and surveys from teachers. The overwhelming evidence is that students and staff feel affirmed, valued, heard, recognized and empowered. The only negative outcomes found were why this training wasn’t rolled out sooner. She applauded the Board of Education and the coalition. The implementation will not be easy, and she hopes the Board of Education will continue to support this effort to make sure all students are seen, heard, and acknowledged.

Evaleen Catrambone read the following statement. “I have children; one will be walking for graduation on June 3. Another is completing her sophomore year. And another will be starting at OPRFHS this coming August. When my oldest started here at OPRF, he was also beginning his social transition. He had come out to us in the 7th grade. It was a scary time for him. He needed support from not only his parents, but his teachers, administrators, and friends. We moved to Oak Park specifically for its schools and its reputation for being an open-minded, progressive community.

“As we registered him, he had not yet changed his name, gender marker legally. We were told that his name and gender would appear on his class lists as they were legal. This, as you can imagine was crushing to us. We were also told that his preferred name would be listed as a nickname and that teachers would be able to see it and know not call him by his true name. It was not a guarantee, and people make mistakes. I, being a former teacher, know how things get quite chaotic at the beginning of the school year. I was really worried about my child, who already

suffered from anxiety and depression. It seemed to us that his privacy and his true self could be exposed, bullied, and embarrassed at any given time. Please do not get me wrong; his counselor was wonderful...supportive, informed and truly caring. But because four years ago, things were different, and there was nothing that a parent could look to for support or information, it was left to the parents and the children to advocate for themselves. I was lucky in that I had the time and resources (through Lurie's Gender and Development Clinic) to have the type of school that an and will be fair and just to all."

Hal Patnott, a community member, thanked the Board of education for its work as students deserve to feel safe and not have to worry about when they can use the bathroom.

Nick Heap, an OPRFHS graduate of 1993, stated that it was a miracle that he was even here because when he started school, he was Anna Nutt and the only out gay student all 4 years in front and back of him. As such he was targeted for extraordinary positive and negative attention. He was intensively grateful for the courage, the foresight, and the intelligence of the District to take on this policy work. It will save lives. Had their predecessors had the courage to do this, he may not have had to go through what he did. In junior high school, through extraordinary efforts of counselors and deans who had provided him with resources, he did not take his life. He was lucky. Many are not lucky. These policies and this work and this space are necessary for those like him. He hoped that those who are afraid to step into this new space will choose instead to put that fear on the end of their sword and be a warrior for change. Do this work with love and compassion.

Eleanor Huber, a 7th grader at Julian Middle School, wanted to protect her friends. She wanted her friends to feel accepted and loved in this community. OPRFHS and Julian have endless resources, and they can do better. She no longer wanted to hear the terrible stories in the Rainbow Tribe. She wanted her 8th-grade friends to come into the school knowing that they would be called by the right name and have someone to talk to, because too many children are scared.

Chris Broderick thanked the students for speaking. She has worked at a Fortune 500 company for the last 20 years. She appreciated the fact that the District spoke to the transgender students and families, but she wondered whether research had been conducted on those students who are not a part of this conversation. She did not know of any other students, nor had she, who had the opportunity to participate in a survey, etc. She felt their voice was important as well.

Mark Daniels, a parent, stated that OPRFHS was a great school. His own high school was 99.9% black and he remembered not seeing any transgender students then. He stated that his wife was misquoted as she has been an advocate of this city for years. For her to speak, it is emotional to her heart. She loves children. Disagreement does not mean homophobic, racist, etc. More discussion is necessary. His ideas were different and having an honest dialogue where there is no shame is tolerance. He was not fearful of anyone at the meeting. He did not believe the policy will solve what needs to be solved. In St. Louis, all five districts adopted five different policies, and the federal agreement could not agree on anything. OPRFHS should step back and hear from others who have not been heard.

Conner Edward, a student, firmly supported this policy and noted that many voices were heard through this process. While he did not believe the policy will fix everything, it is an important first step in making school safe for kids like him. He will feel comfortable using the bathroom because every day he is scared if what he is wearing is enough to pass one way or another in a certain bathroom. While he won't stop being scared because of policy, it will ease his anxiety a bit.

CJ Porter, RF and OP library, came from rural southern Illinois where no one was "out" or "transgender." She is now finding the language to express how she feels and who she is. Transgender people have always existed and always will. How could a policy like this hurt? She encouraged the school to focus on the students who are telling them this will make them feel better. There are no negatives and nothing to fear. She wished she had had this earlier in her life.

FOIA Requests

Ms. Kalmerton reported that 4 FOIA requests had been received and four were resolved.

Superintendent's Announcements

The following OPRF students won awards at last weekend's 19th Annual Percy Julian Symposium: Dox Joseph Raskin, Lily Ader, Eva Grace Cornman, William Andrew Hope, Grace Adan Farnham, Haley M. Martens, Leila J. Winn, Sophie M. Fournier, and Olivia K. Crossman.

At the world robotics championship, the team of Tyler Yokoo, David Snyder, George Dickerson, Adam Potter, and Daniel Lingen won their division Amaze Award for its "amazing, well-rounded and top-performing robot."

At its second annual Loud & Proud Fest, A Place for All (APA) club raised \$800 to support The Trevor Project, the leading suicide prevention organization for lesbian, gay, bisexual, transgender, and questioning young people.

Consent Agenda

The following items were removed from the consent agenda: F.1: Policy 7:10, and N: Contract with Hanover.

Mr. Arkin moved to approve the following consent items as presented; seconded by Mr. Iseli. A roll call vote resulted in all ayes. Motion carried.

- A. Check Disbursements and Financial Resolutions dated May 24, 2018
- B. Monthly Treasurer's Report
- C. Monthly Financials
- D. Final School Calendar for 2017-18 and Abatement of Emergency Days
- E. Leadership Stipends for the 2018-19 School Year
- F. Policies for Second Reading and Amendment
 - 1. Policy 7:190, Student Behavior
 - 2. Policy 7:270, Administering Medicines to Students
 - 3. Policy 7:305, Student Athlete Concussions and Head Injuries
- G. Policies for First Reading
 - 1. Policy 4:40, Incurring Debt
 - 2. Policy 520, Workplace Harassment Prohibited
 - 3. Policy 5:20 E, Resolution to Prohibited Sexual Harassment
 - 4. Policy 5:35, Compliance with the Fair Labor Standards Act
 - 5. Policy 5:70, Religious Holidays

6. Policy 5:80, Court Duty
 7. Policy 2:260, Uniform Grievance Procedure
 8. Policy 5:100, Staff Development Program
 9. Policy 5:150, Personnel Records
 10. Policy 5:185, Family and Medical Leave
 11. Policy 5:200, Terms and Conditions of Employment and Dismissal
 12. Policy 5:270, Employment At-Will, Compensation, and Assignment
 13. Policy 5:290, Employment Termination and Suspensions
 14. Policy 5:300, Schedules and Employment Year
 15. Policy 5:310, Compensatory Time-Off
 16. Policy 5:320, Evaluation
 17. Policy 5:330, Sick Days, Vacation, Holidays, and Leaves
 18. Policy 6:50, School Wellness
- H. Personnel Recommendations, including New and Lateral Hires
- I. Tenured Teachers
- J. Tradition of Excellence Nominees
- K. Student Handbook and Code of Conduct Provisions for 2018-19
- L. Instructional Materials
- M. Non-Affiliated Compensation for 2018-19
- N. Open and Closed Minutes of April 26 and May 15, 2018 and a declaration that the closed session audio tapes of September 2016 shall be destroyed and that the closed session minutes of January 1, 1986 to November 1, 2017 shall remain closed.

Policy 7:10

Dr. Moore moved to approve Policy 7:10, Equal Educational Opportunities; seconded by Ms. Cassell. Discussion ensued.

Mr. Baron stated, “I want to extend my appreciation for the input we received tonight, as well as the work that’s been done throughout the year, from Board Member Jennifer Cassell, staff and others who have really done a lot of work over the past academic year to come to this point. This is not a decision that has been made overnight. I’m sure we’ve moved more slowly than some would like, but I appreciate the diligence that’s gone into this policy revision.

“We’ve heard tonight that there’s disagreement. I appreciate that there’s been a healthy spirit of disagreement. Disagreement does not equal hate, and does not equal necessarily disagreement forever.

“Some number of parents I respect a lot and are loving people have expressed concerns about their children who are cisgender. I am confident that cisgender and transgender students are already in settings where these interactions are already happening. That’s the nature of what we’re talking about. We don’t have a precise number on transgender and gender non-conforming students here because they’re already embedded in the fabric of this school and they are part of the diversity of this school.

“The estimates I have seen in my research is that 1 to 3 percent of students are transgender or gender non-conforming—that would be about 35 to 100 students at OPRF. Our policy is clear that for the other 97 to 99 percent, we can provide accommodations for anyone who is uncomfortable in some of the scenarios that have been laid out by parents.

“There are some fellow Christians who I respect, but with whom I disagree on this policy. What I have expressed to them is that in every area of my life, the overriding command is to love, and to love your neighbor as yourself. It’s in that context that I support this policy. It’s the loving thing to do, and it’s preeminent over some of the other aspects of this very complicated situation.

“We’ve heard about the real lives of people who have shared about some of the dangers and difficulties of living as transgender individuals or in other ways being marginalized. I believe that those are not exaggerations, that this is a life-or-death issue potentially. My “yes” vote tonight will be because I choose life and I choose love.”

Ms. Cassell thanked Mr. Baron for pulling this policy off of the consent agenda and for his remarks.

**Hanover Research
Renewal**

Dr. Moore moved to approve the renewal to the contract with Hanover Research as presented; seconded by Mr. Iseli. Discussion ensued.

Mr. Iseli wanted to see the collection of data continue, but he was disappointed with what the District was doing next year without any definition. He felt a higher bar was needed on how consultants are paid. Ms. Hill responded that the challenge is in identifying specific projects as yet because the work of the Strategic Plan for next year is not known. Dr. Moore had concerns with the lack of definition as well. It

was noted that in June, DLT will further refine what the accountability team brings forward and deliver to Hanover a specific set of projects for the next fiscal year. If the Board waited until its June meeting to approve this contract, the District would lose a savings of 2% if the invoice were paid after July 1. Presently, two projects are in the queue. One is around a survey of post-secondary data to help identify the early markers in a student’s high school career that correlates with success in a 2-year college. Ms. Hill added that the initial work with Hanover has been completed. The first presentation was about creating and implementing the evaluation of the instructional coaching positions. Hanover wrote the survey, conducted the interviews, analyzed the data, and provided large report. The work it did for the Holistic Community Education team provided some insights on things intended to be implemented next year. An analysis of literary review on restorative justice was also shared.

Dr. Pruitt-Adams noted that much was promised for this past year and that may be why the administration did not maximize what it could have done. She felt that once the Board saw the reports that Hanover generates, it would see the value to it.

A roll call vote resulted in 5 ayes and 2 nays. Dr. Moore and Mr. Iseli voted nay. Motion carried.

**IMAGINE OPRF
Update + Discussion
of Master Planning
Process**

The Imagine OPRF Work Group is charged with making recommendations to the Board for a long-term facilities plan. The work group comprises 40 community, faculty, and staff members. The goal is to initiate discussion of recommendations with the Board in June 2018.

Since the last Board update in March, the Imagine teams worked with architect consultant Perkins + Will to develop initial concepts to solve facilities challenges Imagine identified in its six months of data gathering. A first round of three concepts was shared at a community engagement session on April 16. Based on input at that session, the architects refined the concepts for another round of presentations to the community on May 19 and 21. Community co-chairs Lynn Kamenitsa and Mike Poirier will provide an update on this work this evening. In addition, representatives from Perkins + Will provide details about the facilities master planning process and what to expect from the next several steps in the process.

Mr. Poirier spoke about the process associated with IMAGINE team and thanked the Board for their attendance at the IMAGINE sessions as its engagement is important.

Mr. Jolicoeur noted that the master plan looks at the building holistically. Originally, stakeholders provided input as to what is and is not working well. Perkins+Will developed conceptual designs as to how the building can be used and asked for feedback. No one solution exists and they continue to learn and find new ways to solve the needs of the school. In developing the priorities, different components were developed. The master plan concepts will be provided to the Board of education at the Special Meeting on June 26. At that time, the Board's input and the IMAGINE group, and community engagement sessions will help to refine the master plan concepts. However, nothing is locked in and they move forward with measured steps. After the master plan is developed, the components of it will be prioritized. None of them are intended to be implemented at one time. It is about looking at the long-term vision of the master plan, prioritizing the more immediate needs, and revisiting it annually. It is not locked in stone. Budgets, timelines and the impact to the school will developed by ICI with the varying components that have been prioritized for Board of Education review. ICI will include environmental costs and structural modifications to include architect costs and furniture, etc.

Mr. Jolicoeur that the intent is to have the master plan, the menu of those components which allows the Board of Education to have a tool to understand the larger picture in order to spend the District's money wisely.

The prioritization process will be based on which of the components benefit the most number of students and which component addresses a situation that is currently in the worst state of repair. The IMAGINE teams will need to make decisions on their recommendations as to what should be first. And, this is not as simple as choosing this component and/or that component as making one choice may affect another. The desire is for another special meeting to be held in August.

As far as responding to community feedback, Mr. Jolicoeur noted that security was a high priority and that has been emphasized. Perkins+Will is not advocating for any version. It is presenting a collection of ideas and asking for feedback. The community engagement meetings illicit strong responses to the concepts of a student commons. One Board member suggested cataloging community feedback chronologically.

Procedures for
Policy 7:10
Gender Equity

During the 2016-17 school year, it became increasingly evident to the school community that it needed to find ways to formalize the support it provides to the transgender and gender non-conforming students. Feedback from the faculty during the development of our Strategic Plan provided greater urgency to this need, and as a result, it was determined that a committee would be developed for the 2017-2018 school year to review and revise District Policy 7:10, and the associated Administrative Procedures.

At the beginning of the fall semester, a diverse committee of stakeholders was formed from around the community, including OPRF teachers, counselors, administrators, and Board members as well as parents and community members, experts from Lurie Children's Hospital and the Illinois Safe Schools Alliance. Throughout the school year, the committee reviewed guidance documents and resources from the Department of Education, Chicago Public Schools, The National Association of Independent Schools, and the University of Illinois Chicago. Also, model administrative procedures were closely reviewed, including those from CPS, Evanston Township SD 202, Berwyn SD 100, District 97, The Lurie Children's Hospital, and Harlem SD 122. The District challenged itself to keep the best interest of the students in mind and the committee broke up into small groups to begin drafting the procedures, while including feedback along the way from student focus groups. The result of this process is the administrative procedures included in the packet. Additionally, a Gender Support Plan template was provided that will be utilized moving forward.

Ms. Colamussi provided a sense of context, history, and why they were at where they are today. In the early fall, several things started to happen that called the District to action to support transgender and gender non-conforming students. There was increasing feedback from students and families, growing support from community members at board meetings, A community-wide petition signed by over 900 community members was presented to the Board of Education, and feedback from faculty during the development of OPRF's Strategic Plan. As a result, Dr. Pruitt-Adams formed a Gender Equity Committee to revise the District's policy on Sex Equity and develop district administrative procedures to support transgender and gender-non conforming students.

The Gender Equity Committee met over the course of 7 months from November through May and included representatives from faculty, staff, parents, community members, and experts in the LGBTQ+ field. Faculty and staff included Dr. Pruitt-Adams, Greg Johnson, Karin Sullivan, District Leadership Team, Jennifer Cassell, Board of Education, Kris Johnson, Joe Herbst, Ginger Colamussi, Student Services, Linda Carlson, Katie O'Keefe, Laura Young, Jason Spoor-Harvey, Teachers, Amit Martin, Educational Technology, Parents and community members Sabrina Tellez-Brennan, OPRF Parent of a transgender child, and speaker and trainer of transgender rights and procedures, Sheela Raja, OPRF Parent and Associate Professor at UIC, and Elizabeth Jarpe-Ratner, D97 Parent and Evaluation Director of the MidAmerica Center for Public Health Practice at the School of Public Health at UIC. LGBTQ+ experts included: Rodrigo Anzures-Oyozabal, Policy and Advocacy Manager, Illinois Safe Schools Alliance, Jennifer Leininger, Program Manager, Lurie Children's Hospital, Gender and Sex Development Program. Student focus groups were led by Dean Boland, Social Work Intern, University of Chicago.

Mr. Anzures-Oyorzabal provided the terminology and Process, Terms and definitions, the Role of the Alliance and what it does in other districts. OPRFHS modeled the procedures of Berwyn, CPS, Harlem, Williamsville-Shermanville. Committee members drafted individual sections, the Alliance synthesized sections and smoothed out the language. Those changes were sent back to committee for more input, and certain sections were sent out to other stakeholders as well as the Athletic Director and Faculty Senate Executive Committee Chair.

Ms. Colamussi shared why this work was so important to her. As a member of the LGBTQ+ community, she could attest that many spaces encountered throughout their lives do not value them. Sometimes they are hated overtly, and sometimes the hate, fear, or misunderstanding is expressed much more subtly. Whether overt or subtle, from her personal experience, these negative messages hurt and harm them...emotionally, psychologically, and sometimes even physically. As a professional social worker, she could state unequivocally that feeling rejection of one's identity has negative impacts on students' academic success and mental health. In some cases, the difference between being supported can even be the difference between life and death.

She was truly proud that she was able to be a part of the Gender Equity Committee and to be a part of our District that is choosing to support the transgender and gender non-conforming students - not under the radar, not hidden in the background, but loud and proud. These realities are why the committee's guiding values were so critical to our process:

- Create a school environment where all students, including transgender and gender non-conforming students, feel safe, affirmed, and valued
- Recognize the supports already being provided to transgender and gender non-conforming students, and identify how supports can be improved, formalized, and implemented uniformly to all students seeking supports
- Ensure students' self-determination is respected and maintained - Supports are based on students' expressed wishes and needs and determined in partnership with each student

Ms. Colummsi walked through key points of the district administrative procedures. Supports will be coordinated and provided through students' PSS Teams (Counselor, Social Worker), and a Gender Support Team if requested by a student or their parent(s)/guardian(s). Gender Support Teams may include additional support staff, teacher(s), supportive peer(s), outside counselor(s)/therapist(s), parents, etc. Students' PSS Team and/or Gender Support Team will identify supports desired by students using a comprehensive Gender Support Plan (template provided by Gender Spectrum). The Gender Support Plan addresses how students' confidentiality/ privacy will be maintained, as well as how student's gender identity will be affirmed throughout their school experience, which includes classes and extracurricular activities. The procedure states, "All students have the right to be addressed by a name and pronouns that correspond to their gender identity." This means that, when requested, all staff will use a student's name and pronouns that align with the student's gender identity, even if the student hasn't taken other steps to change their name or pronouns at school. A student may also request to change their name and gender marker in other ways at school, including on their student ID or in the Skyward database. A change in the Skyward database must be made by a

student's parent(s)/guardian(s) or by a student who is 18 years or older. Students do not need to make legal or medical changes in order to request these changes or have the name and pronouns that correspond to their gender identity be used at school.

The procedure states, "Students shall be allowed use of restrooms and locker rooms that correspond with their gender identity." These accommodations may include using a gendered restroom and locker room that corresponds to their gender identity, using a privacy partition or curtain, using a nearby all-gender restroom, or using a nearby all-gender locker room.

The procedure states, "All students shall be permitted to participate in physical education classes...that correspond with their gender identity and/or in ways that make them feel safest and most included."

This specifically applies to freshman and sophomore PE classes, which are currently gender-specific. The procedure states that students may choose to enroll in "(1) the freshmen and sophomore PE classes that correspond with their gender identity, (2) the freshmen and sophomore PE classes that correspond with their sex assigned at birth, or (3) a PE class that is not gender-specific."

The procedure states, "Students shall be permitted to participate in overnight school trips in accordance with their gender identity and/or in ways that make them feel safest and most included." Since all overnight school trips utilize different facilities, accommodations will be determined on a case-by-case basis in partnership with the student.

The procedure states, "As a gender-inclusive district, the District is dedicated to representing and celebrating diverse genders and identities throughout the school culture and curriculum. All school staff shall use a gender-affirming approach." This includes affirming students' gender identities, being flexible during gender transition processes, being conscious of gendered-language used, and where appropriate, developing age-appropriate lessons about gender diversity and acceptance.

Mr. Anzures-Oyorzabal spoke about Implementation and Ongoing Support for Faculty/Staff and can include a series of trainings from the Alliance, Lurie's, or Youth Outlook, etc. These can be specialized to different departments and include Curriculum, i.e., The Legacy Project in Boys' Town teaches about LGBT and trainings more specific to curriculum.

Students do not necessarily have to make a request to go by different pronouns or to be in different PE classes, but they must have to do an intake with the PSS Team. Any student can go by his or her preferred pronoun but that would need to communicate to staff in the building to make that happen. Now students naturally discuss these issues with their counselors, PSST, teachers, etc.

Ms. Cassell gave her sincere appreciation to the entire gender equity committee. She had the honor to serve as the Board rep, and saw firsthand the hard work and dedication that went into creating the Administrative Procedures (Ginger Colamussi, Linda Carlson, Sheela Raja, Katie O'Keefe, Greg Johnson, Joe Herbst, Kris Johnson). The committee did the work. They researched not only model policies

and procedures, but also the medical community's research and perspective on transgender issues. They consulted with stakeholders, most importantly with the transgender students, and with the staff, ranging from the Faculty Senate to the IT department, in order to have a complete understanding of the pedagogical and practical implications of this procedure. The procedure and policy also was thoroughly vetted by legal counsel and changes were made by the committee based on our attorney's advice.

The committee's work during the course of the school year was thorough, thoughtful, and laser-focused on meeting the needs of all of our students. She thanked Ms. Colamussi, who led the committee's work, and always spoke with the best interest of our students in mind. Ms. Cassell acknowledged Karin Sullivan, who did an outstanding job of putting together a page for the website with incredibly helpful information that will assist not just the families of transgender students, but also all of the families who may have questions about the policy and procedure. She page will be live tomorrow.

She also thanked and commended Dr. Pruitt-Adams for this would not have been accomplished without her courageous leadership, stating that she was a champion of equity and treating all of the students with the dignity and respect that they deserve. She thanked Dr. Pruitt-Adams for doing everything in her power to ensure that the most vulnerable students are protected while always keeping in mind the larger considerations of the district.

The completion of this work represents one of the accomplishments of which Ms. Cassell was the most proud during her tenure on the board. OPRF has always stood as a beacon of equity and inclusion and the policy that we finalized with unanimous passage earlier tonight and its accompanying AP reflects that. I thought her comments thus far have already addressed the fact that this policy and procedure was not reached without comprehensive research and consideration of all of our students. She added that she heard some concerns expressed tonight that the privacy rights and safety of the students will be negatively impacted by Policy 7:10 and its accompanying procedures. She strongly disagreed. Last year, the Seventh Circuit Court of Appeals issued a decision in favor of a transgender student, Ash Whitaker, who sued his school district to allow him to use the boys' bathroom consistent with his male gender identity. In the Court's Whitaker opinion, Judge Ann Williams - one of my personal mentors - wrote that: "The harms identified by the School District are all speculative and based upon conjecture, whereas the harms to Ash are well-documented and supported by the record." In addition to the fact that this decision is controlling here in Illinois, the conclusion reached by the Court is the same conclusion that our gender equity committee made when weighing the medical research and its first-hand knowledge of the challenges that our transgender students face in this building on a daily basis against any speculation that the larger student population somehow could be harmed by a policy that calls for inclusion and compassion.

The District knows the transgender students are hurting; anecdotal evidence from the PSS teams (who had representation on the Gender Equity Committee) demonstrates that; and the data shows it with an over-representation of transgender students in the school refusal program, which is for students whose significant anxiety or depression inhibits their ability to attend school. And, of course, all of

the data and research that shows that transgender individuals are at much higher risk of harassment, assault, and suicide. This is a civil rights issues and she was proud that OPRFHS is on the right side. This no more about bathrooms and locker rooms than it was about water fountains.

For all of these reasons, she fully supported the administrative procedures looked forward to the real work beginning as the staff works to provide the supports outlined in the procedure to our students and as we work to educate the community.

She knew that the District cannot change people's hearts, but it can work to effectively communicate why this policy and procedure are necessary, how it fully complies with the law, and how it will be implemented in a manner to protect and serve all of our students.

Finally, she said that she supported the committee's recommendation that OPRF join the thousands of other high schools across this country that have their graduates wear caps and gowns at their commencement ceremony.

A comment was made that the school board rethink the graduation attire.

Mr. Baron acknowledged that while this was not a panacea, it would make the school safer. He asked how the Board and institution could be more vigilant. Ms. Colamussi stated that the staff will receive in-depth training and research will continue on best practices. An annual climate survey may be administered to teachers and students.

Mr. Arkin thanked the Gender Equity Committee for its work and Ms. Cassell for her comments. He also thanked Ms. Hardin for her earlier comments and the support of the faculty.

Mr. Iseli believed this was the beginning of a journey which will involve changes and the District must be vigilant about this issue. He trusted that the administration is caring enough to work through the issues, as the time for action is now.

Mr. Cofsky appreciated and agreed with Ms. Cassell's thoughtful words and excellent work of the committee, and he was delighted to be moving forward in this area.

Ms. Dixon Spivy was proud of this decision, grateful for the efforts, and humbled to be a part of this. This is a new dawn.

Dr. Moore got out of her sick bed to be here for this discussion as this was an important step for the school community and she complimented and thanked Ms. Cassell who has been persistent in ensuring that District keeps its mind on equity. She has been a steady force and Dr. Pruitt-Adams has been the type of leader who understands how to get a variety of voices in the room. The student's voice is a dream, and there is not a better time to hear from APPLE, Spoken Word, and Nursing Students, as well as the public comments. This is their school and this is about building characters and leaders. This is a proud moment to be able to vote on something that will resonate. One of the Board of Education's roles is to be as educated as possible about procedures, policies to be able to answer questions. This

is the right thing to do and the community has to understand fully so there are no questions.

Dr. Pruitt-Adams explained that the Board of Education does not have to approve procedures. However, the two sentences that were added to the policy will hold the administration accountable that the procedures become a part of the institution. This process was about listening to the voices of the students. The team was diligently committed and knew it was important to do. She was proud to be a part of that and thanked transgender and gender non-conforming students. Feedback from the faculty during Colamussi and Rod, Linda, and Kris for the time, dedication, hours, etc. that they contributed. OPRFHS is a district with which to be reckoned.

Ms. Colamussi was fortunate to be a cosponsor of APA Cub and LGBT Student Club, and she wanted to share her appreciation with Dr. Pruitt-Adams and Mr. Anzures-Oyorzabal. She presented them with a picture created by Connor as a thank you from all of the students.

**Administration
And Management
Alignment**

After examining all job descriptions, functions, and actual day-to-day duties for district administrators and their reports, including building - level administrators and other managers, Dr. Pruitt-Adams realigned some reporting structures and responsibilities, effective July 1, 2018, to better distribute management resources, so that supervisors can more effectively mentor and give direction to staff. The updated structure is better aligned with how school districts around the country are organized.

All realignments have been made only after a great deal of consideration, and all for one primary purpose: to serve students more effectively.

Individual conversations with affected employees will be had by the end of next week, at which time a new organizational chart will be published.

No one from administration, faculty, or staff is losing their job because of the realignment, nor is anyone being demoted.

Dr. Pruitt-Adams thanked the Board for approving the positions of communication assistant and the chief operations officer and building the Human Resources and IT department.

The new realignment will be about serving students more effectively and allowing for more rapid response and pivoting when needed.

The document will be shared once it is finalized.

Approval of Space
Sharing Agreement
with River Forest
Community Center

Mr. Arkin moved to approve the Addendum #3 of the Space Sharing Agreement with the River Forest Community Center for 2018-2022; seconded by Mr. Iseli. A roll call vote resulted in all ayes. Motion carried.

Approval of IGA
Oak Park
Township

Mr. Baron moved to approve the Intergovernmental Agreement with the Oak for the Youth Park Township for the Youth Interventionist Program from 2018-2020; seconded by Mr. Iseli. A roll call vote resulted in all ayes. Motion carried

Approval of Culture,
Climate, and
Behavior Committee
Recommendations

Dr. Moore moved to approve the Culture, Climate, and Behavior (CCB) recommendations, as presented; seconded by Ms. Dixon Spivy. A roll call vote resulted in all ayes. Motion carried.

Members of CCB attended the meeting, Wendy Daniels and Melanie McQueen and were thanked for their work in this regard. Dr. Moore thanked Ms. Cassell for her hard work that everyone did.

One member asked to move forward with the recommendations as quickly as possible.

**Future Agenda
Items**

Funding scenarios for IMAGINE including external sources and the RF TIF.

Adjournment

At 10:53 p.m. on May 24, 2018, Mr. Baron moved to adjourn the regular Board of Education meeting; seconded by Mr. Arkin. A voice vote resulted in motion carried.

Dr. Jackie Moore
President

Jennifer Cassell
Secretary