

**Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park, Cook County, Illinois
February 27, 2018 Meeting**

President Spurlock called the meeting to order at 6:13 p.m.

ROLL CALL

Present: Spatz, Spurlock, Liebl, Broy, O'Connor, Breymaier, and Datta (arrived at 6:18 p.m.)
Absent: None
Also Present: Superintendent Dr. Carol Kelley (by phone), Assistant Superintendent for Finance and Operations Dr. Alicia Evans, Assistant Superintendent for HR Laurie Campbell, Senior Director of Special Services Eboney Lofton, Senior Director of Policy, Procedures and Communication Chris Jasculca, Senior Director of Administrative Services Dr. Felicia Starks Turner, Senior Director of Equity Dr. Carrie Kamm, and Board Secretary Sheryl Marinier

RECOGNITION – BLACK HISTORY MONTH

President Spurlock moved to adopt the resolution recognizing Black History Month, seconded by Breymaier. Roll call vote.

BLACK HISTORY
MONTH
RESOLUTION

Ayes: Spatz, Datta, O'Connor, Breymaier, Liebl, Spurlock, and Broy
Nays: None
Absent: None
Motion passed.

**VISION97 4ALL LEARNING SESSION
RETHINKING DISCIPLINE IN DISTRICT 97**

LEARNING
SESSION

Felicia Starks Turner came to the table with, Emilie Creehan, Faith Harris, Michele Capio, Chastity McComb, Lauren Olson, and Susan Mura. Starks Turner noted that a positive learning environment is critical in creating school environments that are safe, supportive and conducive to teaching and learning. The rethinking of discipline efforts is ongoing and aims to support the development of expected behavior as well as what success with those behaviors looks like. This is done both through modeling and providing instruction and practices. Rethinking discipline requires close attention to the social, emotional, and behavioral needs to all students.

One of the basic premises of restorative practices is that human beings are happiest, healthiest and most likely to make positive changes in their behavior when those in authority do the work “with” them, rather than “to them” or “for them”.

Starks Turner reported that efforts around discipline are supported in Pillars A (Equitable Access to Rigorous, Responsive Instruction) and D (Data-Driven Continuous Improvement) of the district’s vision plan. She noted that most supports will focus on Tier 1 to build a strong base. She noted that 80 percent of the students are in Tier 1.

She shared the differences between traditional and restorative approach and noted that professional development on restorative practices has begun and will continue during the summer.

Emilie Creehan talked about the use of bringing feelings into conversations to make them more effective. She noted that students feel increased trust when they feel like they belong. Irving students, Zariah Hardy, Jayonna Jacks, Yahel Kerr, and Kaylah Smith shared how they turned Spirit Week into “I Belong” week by changing the traditional Pajama Day and Crazy Hat Day into Make a New Friend Day, Share Day and Show that You Care Day.

Susan Mura talked about Second Step, noting that the program helps students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork. The program also encourages empathy, emotional management and problem solving. Mura shared that Lunch and Learn sessions have been organized to help students learn about things that they could do in different situations, how to calm themselves down and how to identify which situations are safe and not safe.

RETHINKING DISCIPLINE IN DISTRICT 97 (Continued)

Student, Lauren Burns, Daniella Horna-Baxter, Haley Cohen, and Gabriel Leal shared their experience with Second Step.

Chasity McComb reported that Cargo Circles were introduced this year as another way to give students a comfortable, safe place to work out issues. Cargo Circles have also been successful with bringing students together who are different than each other. It was noted that this practice has also be helpful for teachers when preparing lesson plans.

Starks Turner reported that 30 students per school (196 in total) were randomly selected to participate in the Lunch and Learn program. This group reflected representation of District 97's demographic as of September 30, 2016. The questions they were asked were written in consultation with PBIS coaches and shared with all principals.

Student were asked the following;

- How do adults help you solve problems?
- Could we make the school a safer place to be? How?
- Have you implemented any strategies from Second Step?
- What do you enjoy doing at your school?

Common recommendations from the sessions included recommendations to;

- Increased adult supervision on the playground
- Address bullying behaviors in the schools

When asked about what they like about school, students responded;

- "Fun" learning subjects; Math, Reading, Units of Study, Writing Units of Study, Art, Music and Physical Education
- Positive student/teacher relationships
- Positive adult assistance with resolving conflicts

Elementary school students identified belly breathing, the STEP method, calm down steps, empathy and positive self-talk as techniques they have used from the Second Step program, while middle school students felt the program was repetitive and childish at times.

Starks Turner noted that the Lunch and Learn program was productive and will be initiated again next year.

Check in Check out was introduced as an initiative for at risk children. It was implemented at four elementary schools this year with a goal of offering it at all schools next year. This program focuses on increasing the adult attention given to each student and getting feedback throughout the day.

Faith Harris shared that she began using the initiative in November. Some of the students have graduated from the program and want to continue. Part of the process is a two week self-monitoring effort that tries to reach a goal of 80 percent each day. She noted that 28 students are currently in the program.

It was reported that Middle School Celebration is being piloted at Brooks Middle School. The HERO data collection system reinforces attendance and learning behaviors, and allows students, parents and teachers to receive real time data.

The Community Celebrations focus on relationship building, and whole school celebrations using assemblies and incentives (getting to know your teachers scavenger hunt, teacher shared hobbies and team Olympics).

Student Joshua Diaz and Simone Arvetis explained the point system and explained why the program motivates them the work more.

RETHINKING DISCIPLINE IN DISTRICT 97 (Continued)

Student Jayonna Jacks shared that all group celebrations could include assemblies such as a Poetry Slam, performances by BRAVO, or a Basketball game between the sixth and seventh graders.

Starks Turner explained that all of the above interventions are the prevention strategies used before one gets to the disciplinary level. She referenced the Student Behavior Handbook list and noted that it provides a list of the prohibited student behaviors, and disciplinary measure. She noted recommended changes to the handbook and suggested next steps.

She noted that professional learning is important to the success of these initiatives and noted that during the SY18 school year, training has been focused on staff training at the Elementary and Middle school level, and coaching sessions and action plans at the elementary level. SY19 will focus on ongoing professional learning and middle school site visits.

Starks Turner noted that the results of the Lunch and Learns were shared at the school level, Cabinet and Administration. The need to increase the pay of the playground supervisors was identified in order to attract more people for this position. Alternative lunch options for kids, a quieter place to eat and clubs were also recommended.

Board and community comments included interest in best practices at other school districts and getting feedback from teachers about the HERO program and how to manage it, as it is perceived to be time consuming. It was suggested that the district give consideration to the fact that there is an academic GPA requirement for athletes that does not apply to other activities.

STRATEGIC COMMUNICATION PRACTICES (D97 YOUTUBE CHANNEL)

Chris Jasculca and Amanda Siegfried reported that their department is trying to incorporate more videos into the daily communications shared by the district. The district's YouTube channel was launched on September 14, 2017 and so far, the videos have focused on Board meeting recaps, school projects/programs, and district-wide initiatives. Jasculca reported that the channel has had nearly 4,000 views of the 14 videos produced.

They noted that while the efforts to educate and inform have primarily been in the form of one-way communication, a few of the videos have been used during recent community conversations to aid/promote conversations/dialogue about specific topics.

They shared that the SY18-19 goals of their department is to work with district groups or committees to create videos that offer a large district or community perspective on the work of the district. This approach will likely mean doing fewer school-specific videos; however, return on investment in terms of showing consistency and unity across the district could be significant. They talked about producing shorter videos (30-60 seconds) for social media.

The Cats and Dogs Homework Club video from Beye School was shared as an example of the work being created by the Communications department.

BOARD COMMENTS

BOARD COMMENTS

DISCUSSION ON PUBLIC COMMENTS ON THE VISION ELEMENT DEFINITION FOR EQUITY

Terry Keleher came to the table and addressed the Board about district's vision statement. Keleher expressed support for the recommendation presented at the last Board meeting by parents for more inclusive language in the vision plan, specifically recognizing students with disabilities in the description of equity.

He suggested that full inclusion might have been implied and intended in the original wording of the Vision statement, but suggested that when other characteristics are named, such as race, gender and socioeconomic status and disability is omitted, it is understandable why many families feel slighted.

Keleher shared that he is involved in several local organizations that address children and students with learning disabilities and he participated in the District 97 Special Education Parent Advisory Group. He suggested that there are many families in the community who would like to see the district take more action, initiative, and leadership to better serve this very large segment of the student population. He suggested that the commitment, and the actions that flow from it, must be reflected in the school district's vision and priorities. Keleher suggested that this is not

DISCUSSION ON PUBLIC COMMENTS ON THE VISION ELEMENT DEFINITION FOR EQUITY

(Continued)

simply about wordsmithing a lofty visionary document, but about values, visibility, and validation. He suggested that by naming the disability community in the district's vision, they can then be specifically named in the goals, plans, budgets, benchmarks and outcome indicators. He expressed the hope that this change could lead the district toward more specific actions that can move it toward equity, such as hiring more teachers to teach in co-taught classrooms and equipping all general education teachers with more awareness and differentiated instruction skills for teaching in developmentally diverse classrooms.

Keleher suggested that the simple solution of removing all individual references in the statement would only further marginalize and invisibilize the disability community, which is clearly clamoring to be seen, heard and better served. He suggested that full inclusion is a prerequisite to equity, and that equity means getting each student what they need to succeed.

Keleher recommended going beyond naming the existing and proposed characteristics and communities in order to try and encompass all students. He suggested not worrying if the list gets too long, noting that the point of emphasizing equity and inclusion is to be mindful of the many who are marginalized.

Keleher recommended the following wording.

“Equity is the systematic fair treatment and full inclusion of all students. This applies across race, ethnicity, socioeconomic status, gender identity and expression, disability and different learning needs, sexual orientation, language, immigrant status, religion, and other characteristics in order to realize equitable opportunities and outcomes for everyone.”

The Board members discussed the wording and although there was some concern about the length of a list or the fact that categories included on a list may change over time, the Board members expressed support for the list and the inclusion of all categories.

Board comments and concerns included noting that some children were not identified in the data. It was suggested that the statement be reviewed and brought back for discussion on March 13, 2018 with approval at a later date, allowing the community opportunity for feedback.

BREAK

The Board took a five minute break at 8:00 PM and reconvened with all Board members present at 8:05 PM.

PUBLIC COMMENT

PUBLIC COMMENT

Mary Pikul, an Oak Park resident, expressed concerns about safety at the schools. She shared that she was able to enter school at late hours because the doors were open. She noted that children were roaming around freely (which is okay), but the doors were unlocked, and anyone could enter the building. She asked the Board to look into this matter by completing an investigation and considering what the schools are doing about safety after hours. Pikul reported that she is not aware of a uniform policy on this topic, and asked the Board to consider this an urgent matter.

Ada Truett-Schriber, a middle school student who has a transgender friend, expressed concern for his friend because there are no in between bathrooms for her to use. He explained that for PE, his friends, although she identifies as a girl, is required to change in the boy's locker room. He requested that the Board consider supplying more bathrooms for the transgender students.

Makesha Benson, an Oak Park parent, expressed support for the community effort to hire teachers of color, and applauded the Board for their efforts on the equity policy. She expressed the need for the facts to support and inform the equity policy, and suggested that the Board begin the equity work now and not wait. Benson shared that research shows that a black boy that has one black teacher will stay in school and graduate. Her son had one black teacher, but she retired. Her daughter never had a black teacher. Benson noted that black children in the lower bracket showed mark improvement when they had one black teacher. She suggested that hiring more teachers of color will close the achievement gap, and shared that the Diversity Council supports this campaign.

PUBLIC COMMENT (Continued)

Cheree Moore, an Oak Park parent, shared that she is a parent and alumnus of Oak Park schools. She noted that about a dozen Oak Park social justice organizations have been in conversation about ways to advance equity and eliminate racial disparities in our local public schools. They decided to coordinate efforts and work together to seek a more racially balanced teaching staff in both school districts. They believe that this is an important strategy to help reduce racial gaps in academic outcomes.

Moore shared that the overall goal of the campaign is to seek to remedy long-standing racial disparities in the composition of its faculty and to align teachers recruitment, hiring and retention practices with the districts' stated missions, priorities and strategic plans that embrace strong commitments to equity and inclusion.

Expedited action is necessary to address the historic and continuing underrepresentation of teachers of color – which reflect exclusionary patterns and practices and possible bias and barriers, whether by commission or omission. An immediate priority is to significantly expand the pool of African American applicants in order to address critical shortages in a variety of core subject areas.

An additional priority is to begin to implement robust and systematic strategies and best practices for achieving a more inclusive and representative certified teaching faculty to better serve the needs of our diverse student bodies.

The short term goals, which she believes can be achieved by the beginning of the next school year are to:

- 1) Develop ambitious plans and take active steps, during the current hiring cycle, to address disparities and significantly move us toward a racially inclusive and representative faculty.
- 2) Give immediate priority to expanding the applicant pool of African American teachers, especially in core subjects – to remedy acute needs and gaps.
- 3) Support and train, during this hiring cycle, those who recruit and hire staff to implement viable action plans that eliminate any bias and barriers and align with the districts' priorities.

The long-term goals include;

- 1) Implement, monitor and evaluate best practices to support and retain teachers of color.
- 2) Institute ongoing systems, supports and strategies to eliminate remaining inequities and to achieve and maintain a fully inclusive and representative faculty.
- 3) Train all teachers and staff in de-biasing, racial equity practices, and inclusive school climate.

She requested a written response to the proposal from the Board. Preferably within two weeks. In that response, she expressed interest in the following: will the Board whole-heartedly support this campaign and its goals?

Are you willing to develop, and share with us, an action plan to address these long-standing issues of inequity during the upcoming hire cycle?

Will you give priority to expanding recruitment efforts to attract a wider pool of African American applicants in order to address current critical shortages?

Will you provide some immediate training and support to all staff involved in hiring so they can further develop and implement more strategies for incorporating the Districts' commitment to equity and inclusion in all upcoming activities related to teacher recruitment and selection?

Lisa Vertner, an Oak Park resident, shared a written statement from Karen Yarborough. Vertner noted that she has a seventh grader at Julian Middle School and is a member of the Call To Action group. The group is working with many other groups to hire and retrain teacher of color in the district. She reported that most of the groups are on the same page. She noted that the Board shows commitment and shared that the group is committed to do what is necessary to break down the barriers. They want to be supportive. She shared a petition containing 600 signatures to show that the group does not stand alone.

PUBLIC COMMENT (Continued)

Burcey Hines, an Oak Park resident explained that she is appalled that the district is still fighting the same fight for over 30 years. She shared that she started a program back then because African American kids could not take advanced placement classes. People have been fighting from 1983 until now and we are still fighting. She suggested that the community does not have 30 more years to get this right. She is an educator at Chicago Public Schools and she challenged the district to work hard on this until August. She questioned how many teachers of color there are in District 97, not including other staff. She shared that in the past, she also fought for special education students. Hines is a member of Apple and SEA, and asked that the district promise them that it will work on this program. She suggested that the district find consultants and train staff on how to hire qualified, sincere, humble black teachers.

Mary Bird, an Oak Park resident shared that she is a member of SEA, and a Multi-racial group that addresses equity issues. She told the Board that she trusts that hiring more teachers of color is important to them, but shared that school districts have not kept pace with other fields. She suggested that the administrative building of the district represents intentionality, and suggested that if this Board approaches hiring with the same intentionality, it can make a difference. She suggested that Black kids respond better to Black and Latino teachers, and so do the White kids. Bird shared a story about a student at District 200 who said that she has to leave a part of herself at home each day because she is Latino. Bird asked the Board to be intentional in their efforts.

Marlene Madozspiko, a Julian Middle School student asked the Board to hire more Black teachers, noting that there is only one Black teacher teaching eighth grade. She suggested that as a child, she should not feel disconnected in her school. She told a story about a White boy who told a Black boy that he did not want to sit next to him because he was Black. She noted that her Black friend had to seek one of the only Black teachers in the school to get help. Madozspiko suggested that there is a lack of teachers who understand the children of color. She concluded by noting that even the Spanish teachers are White.

John Duffy, an Oak Park resident shared that he is also a member of SEA, and thanked the Board for honoring Black teachers this evening. He suggested that teachers should be reflected in the student population. He noted that the Equity statement will give the district some guidance on this. Duffy told a story about his daughter's first Black teacher, Earl Bitoy. Duffy asked if we are going to have segregation again, noting that it is still happening 30 years later in gifted education. Duffy explained that Bitoy created the humanities program at Longfellow. He went against the common sense place and he succeeded. He asked the Board to not act like this is a White district, and acknowledged that he is aware that it is not their vision to do so. Duffy noted that the district's website does not refer to the history of the district and suggested that changes be made.

Duffy read a statement written by his daughter Katherine Duffy Sandler. In her statement, Sandler expressed support for the hiring of teachers of color. Sandler shared a story about a special African American teacher that she had when she was at Longfellow School many years ago. The sixth grade teacher became her mentor. He was a caring teacher and from the moment she met him, she felt like his adopted child. He instilled confidence in people and held the bar really high, helping his students identify with their best selves. He was the kind of teacher that prior students would want to visit. Sandler noted that he was one of only two African American teachers at the school, which was made up of mostly White female teachers.

Qia Carswell, an Oak Park resident and parent of a former District 97 student who she is now homeschooling because of the inadequacies within the district. Carswell is also a member of the Diversity Council. When Carswell graduate from District 200 she wanted to make sure that African American males were engaged, but she is still witnessing the same issues and expressed the need for teachers who are motivated to guide and relate to African American students. She reported that District 200 hosted a successful program today led by Black students. Carswell noted that during her education she had one Black teacher and she still visits her. She suggested that the lack of Black teachers in the District schools limits the Black, White and Latino students and suggested that they deserve a variety of teachers, and encouraged the Board to hire and retain Black teachers.

Yoko Terretta, an Oak Park resident and parent of a student at Brooks Middle School and one at Hatch Elementary recommended hiring a pool of African American teachers to help with the critical core shortage of staff. She asked the Board to take a more innovative approach to hire teachers of color. Terretta shared that she is a Japanese American and often found it difficult to find her identity. She reminded the Board that "teachers of color" includes

PUBLIC COMMENT (Continued)

more than one color. She asked the Board to act aggressively in recruiting and retaining them and to prepare an action plan. Terretta shared that although she is Asian, and therefore a “person of color,” she feels it important that African-American teachers be prioritized for hiring (including over other teachers of color, such as Asians).

Brody Terretta, a sixth grade student at Brooks Middle School, encourage the Board to hire more teachers of color. He shared that the one teacher of color that he has can talk more deeply about the history associated with them, and Terretta suggested that the stories mean more when they are shared by teachers who are telling stories of their own heritage. From this teacher, he learned the love of reading and learned how to find what he loves. When he struggled, this teacher would keep trying new strategies until everyone learned.

Caitlin Ritter, an Oak Park resident and parent of two Longfellow students, expressed support for more teachers of color. She suggested that hiring more teachers of color is the most important thing that the District could do right now. She shared that her children are picking up signals all day long and trying to understand them. They are getting confused by the messages. Her students had one Black teacher who changed her son’s life. She expressed concern that the message we are sending our children is that most important authority figures are all white. She suggested that we can do better.

Erica Washington, an Oak Park resident expressed support for the hiring of teachers of color. She shared that she is a lawyer and she decided to work where change happens and she volunteers more. She suggested that change takes place in housing, income and education. She encourages people to gain their cultural competency, and support local efforts on equity. She noted that her education was a struggle because she did not have any examples outside of the house. She suggested that hiring teachers of color would be important to everyone and build a solid foundation.

Erica Eckert, an Oak Park parent who is also involved with the Special Education Advisory group and Diversity Council, expressed support for co-teaching. She suggested that there are still many self-contained classrooms in place, and noted that kids who are included in a general education classroom make better gains. She indicated that there is no research that shows that a non-inclusion policy leads to higher student test scores for children with disabilities. She recommended that the Board invest in a robust co-teaching program.

Munirah Curtis, an Oak Park resident shared that her son is Black and has Downs Syndrome, and shared that the things that the Call To Action group are doing supports his needs. She suggested that the district consider the way they discipline children, noting that students with IEPs act differently. She asked the district to consider the origin of the different behavior, to talk about why there is a change in their behavior and consider what might be happening to cause the change. She suggested that when students with IEPs are disruptive, they are trying to communicate, and she suggested that suspension for the behavior should never be used in elementary school, and a Kindergartener should never be suspended. She suggested that the district acknowledge that if a child with an IEP is acting out then the district is not reaching them. She suggested that discipline in District 97 needs to be changed to something else.

SPECIAL REPORTS

SPECIAL REPORTS

CCE – DISCUSSION ON EQUITY TRAINING

Member Datta updated the Board on the last meeting of the Committee for Community Engagement (CCE). She shared that the committee will continue their discussion on crafting engagement plans during the planned meeting on March 14, 2018. She indicated that if the Board members expressed interest in attending the meeting, it would need to be posted. Datta stated that CCE will handle the process of community engagement, but we still need to identify the individuals who will participate substantively in the revision of the policy. It would be best if that group could talk before and during the engagement activities, not just after. It was agreed that for now Bob and Keecia would participate as the Policy Committee representatives, Chris Jасulca as the administrative representative to both Policy and CCE, and Carrie Kamm for her role in crafting the policy and as the administrative lead on equity.

Interest was expressed in finding out how successful the DIVCO door-to-door campaign was and if the district could tap into their survey results. President Spurlock expressed interest in participation after negotiations have been completed.

Interest was expressed by some Board members in participating in the March 14, 2018 CCE committee meeting. It was agreed that an agenda will need to be posted in order for them to participate.

SY18 District Action Plan and Metrics Update

Dr. Kelley updated the Board on the history of the District 97 Vision, and the Vision97 4ALL brochure was shared. She reported on the status of the individual pillar objectives noting that all are in progress and expected to meet their targets.

Dr. Kelley reported on the status of the Universal Goals, noting that the Fall/Winter Updates suggests that most indicators are on track to meet the 2017-2018 targets. Dr. Kelley recommended rethinking the metrics for Goal Area 4 as most of the targets have already been met or exceeded.

Dr. Kelley reported that next steps will include planning for the 2019 school year. The district will use the set of objectives to guide them on this journey. They will ask the schools where they are and where they would like to go next; and use that information to create the district's plan.

Dr. Kelley shared the proposed "Collective" priorities for the 2018-2019 school year. She explained the process used to create the list. She noted that the team started with 27 priorities. After a team discussion, the list was increased to 46. An activity was used to refine the list down to the nine items shared with the Board, noting that the final list will be used as criteria for setting annual performance goals. She explained that the next step will be to create sub projects for each priority. Dr. Kelley explained that there would be other priorities outside of the nine shared on the list; however, only the nine would be monitored on a monthly basis.

President Spurlock asked the Board to discuss the concern about physical education and decide if the Board would like to recommend including it to the list of priorities. Interest was expressed in knowing the cost of the items on the priority list. Dr. Kelley noted that the items on the list have been sized to the Hatti Effect. Interest was expressed in seeing the full list of 46 items, to get a better understanding about the tradeoffs. A full conversation about the full list was suggested before making a decision on the final recommendation. Dr. Kelley explained how some of the items refer to the need for additional staff.

Interest was expressed in hearing more about Network and Data Security, and User-friendly student information warehouse and analytics system, and understanding what they have to do with student learning. Interest was expressed in hearing about the middle school math curricula.

Dr. Kelley shared that the district has been talking to District's 90 and 200 about making sure that all students are ready for the rigorous math program offered at the high school.

A series of discussions was suggested to address physical education staffing for SY19, the PE waiver and to begin planning for physical education during SY20. Concern was expressed that the district may be putting things in motion now that might hinder future decisions made related to physical education.

Dr. Kelley shared that she has met with the Park District about a possible partnership to support physical education. She reported that the Park District does not have teachers certified to teach PE. She noted that space is not the issue, but the number of certified PE teachers is. She shared that the PE teachers are helping the district strengthen the PEA guidelines and framing questions for future discussion on PE/PEA.

Interest was expressed in know if the Board defines PE as part of learning and what the district's values are related to that question. It was suggested that the district can support daily activity by supporting the Park District's after school activities.

Dr. Kelley offered to keep the Board abreast on the next steps. She suggested working with President Spurlock, Vice President O'Connor and the Wellness committee, noting that the committee has well-articulated values. She also suggested reaching out to the Park District again since one of the district's strategic objectives is partnerships. Each of the Board members were asked to come up with three guiding questions.

ACTION ITEMS

5.1 APPROVAL OF THE CONSENT AGENDA

Breymaier moved, seconded by O'Connor, that the Board of Education, District 97, approve the consent agenda as presented.

ACTION ITEMS

- 7.1.1 Approval of Bill List
- 7.1.2 Approval of Personnel
- 7.1.3 Donations (Brooks and Mann)
- 7.1.4 Policy Adoption
 - 2:260 (Uniform Grievance Procedure)
 - 4:150 (Facility Management and Building Programs)
 - 4:170 (Safety)
 - 5:20 (Workplace Harassment Prohibited)
 - 5:90 (Abused and Neglected Child Reporting)
 - 5:100 (Staff Development)
 - 5:200 (Terms and Conditions of Employment and Dismissal)
 - 5:220 (Substitute Teachers)
 - 5:240 (Suspensions)
 - 5:290 (Employment Termination and Suspensions)
 - 6:60 (Curriculum Content)
 - 6:150 (Home and Hospital Instruction)
 - 6:340 (Student Testing and Assessment Program)
 - 7:10 (Equal Educational Opportunities)
 - 7:15 (Student and Family Privacy Rights)
 - 7:20 (Harassment of Students Prohibited)
 - 7:70 (Attendance and Truancy)
 - 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment)
 - 7:190 (Student Behavior)
 - 7:250 (Student Support Services)
 - 7:260 (Exemption From Physical Education)
 - 7:305 (Student Athlete Concussions and Head Injuries)
 - 7:340 (Student Records)
- 7.1.5 Board Committee Practices and Protocols

It was suggested that one Board member from each committee share the approved Board Committee Practices and Protocols with the committee. Member Spatz will share with FAC and FORC, member Breymaier will share with CCE and Member Broy will share with CLAIM.

Ayes: Breymaier, O'Connor, Spatz, Datta, Liebl, Spurlock, and Broy
 Nays: None
 Absent: None
 Motion passed.

CONCLUDING ITEMS

CONCLUDING ITEMS

AGENDA MAINTENANCE

The draft agenda for March 13, 2018 Board meeting was reviewed and revised.

EXECUTIVE SESSION

EXECUTIVE SESSION

Breymaier moved, seconded by O'Connor, that the Board of Education move into Executive Session at 10:48 p.m. to discuss (Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees or Legal Counsel 5 ILCS 120/2(C)(1), Collective Negotiations 5 ILCS 120/2(C)(2) Pending or Probable Litigation 5 ILCS 120/2(C)(11)).

Ayes: Breymaier, O'Connor, Liebl, Datta, Spatz, Spurlock, and Broy
 Nays: None
 Absent: None
 Motion passed.

OPEN SESSION

OPEN SESSION

Datta moved, seconded by O'Connor, that the Board of Education move into Open Session at 11:25 p.m. All members of the Board were in agreement.

ADJOURNMENT

There being no further business to conduct, President Spurlock declared the meeting adjourned at 11:25 p.m.

ADJOURNMENT

Board President

Board Secretary