

Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park  
January 25, 2022 Regular Meeting

This meeting was held in-person and virtually using Livestream during the time of the Coronavirus pandemic. One or more of the board members met in-person and everyone else were virtual.

President Kim called the meeting to order at 7:11 p.m.

ROLL CALL

Present: Kim, Ross Dribin, Hurd Johnson, Kinhal, Spurlock(remote until 6:30pm), Moore (remote), Kearney

Absent: Moore (Open Session)

Also Present: Interim Superintendent Dr. Griff Powell, Associate Superintendent of Education Felicia Starks Turner, Interim Senior Director of Human Resources Tim Kilrea, Senior Director of Technology Michael Arensdorff, Senior Director of Communications Amanda Siegfried, Chief Academic and Accountability Officer Eboney Lofton, Senior Director of Equity Carrie Kamm, Senior Director of Buildings & Grounds Jeanne Keane, Senior Director of Finance Patrick King, Rob Grossi, Nick Cavaliere w/ Baker Tilly Virchow Krause LLP, Michael Colucci, Lauren Giorango, Hannah Boudreau, Donna Glover and Lonya Boose Board Secretary.

### **EXECUTIVE SESSION**

EXECUTIVE  
SESSION

Hurd Johnson moved, seconded by Kearney that the Board move into executive session for the purpose of Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees, Collective Negotiating 5 ILCS 120/2(C)(1)(2) at 6:05 p.m.

### **OPEN SESSION**

OPEN  
SESSION

President Kim motioned that the Board move into Open Session at 7:11 p.m. All present members of the Board were in agreement. The Board convened in Open Session at 7:11 p.m.

### **3. PUBLIC COMMENT**

PUBLIC  
COMMENT

To the District 97 Board of Education and interim Superintendents,

We are writing as staff (Longfellow and Julian) and as parents of two children with disabilities at Julian. We believe there should be an Instructional Special Education program at the middle schools.

Before he attained an IEP and was moved to the instructional classroom at Longfellow, our youngest son Orrin struggled mightily with social interactions and work performance. As a result of the IEP and the instructional setting, his behavior issues subsided almost completely and he gained confidence as a learner again. He had two golden years in 3rd and 4th grade, having a home base in the instructional setting and pushing into general education classes for Reading and a little Math. By 5th grade, he was ready to join the co-taught classroom and, despite remote learning for most of the year, he thrived with small group and 1:1 attention. He had a built-in group of friends since the classes couldn't intermix because of the pandemic. We have Brianne Henrichs, Shannon Conroy, Nora Heide, and Shannon Polega for Orry's social and academic success in those middle elementary years.

When he transitioned to Julian, Orry slowly started to unravel. Despite co-taught classes and the hard work of his case manager Mia Bringley, Math teacher Mike Youngberg, social worker Jessie Fenske, and all of his general education teachers, Orry was overwhelmed every day and started to engage in work refusal again. He was distracted by social happenings and found himself getting into social conflicts with other students. We did all the interventions the professionals told us to do—a skills-based intensive outpatient program, inpatient hospitalization, and an intensive outpatient program specifically for young people with autism. He made it 4.5 days back at in-person school before he was headed for destruction and is now hospitalized again. The best part of his transition back to school a few weeks ago was his placement in the Instructional Math class with Mr. Youngberg. He loved that small, focused class and felt confident in Math again.

We believe that if Orry had access to an Instructional classroom and spent most of his day learning his core subjects with one SPED teacher and pushed out for electives with support, he wouldn't be back in the hospital with therapeutic school on the table. He can communicate, do grade level work, and responds well to incentives and small group settings. We believe that the massiveness of the middle school, the overwhelming sensory experience of the hallways, the unsupervised social opportunities, and having 8 different teachers with different expectations is too much for our child with level 1 autism spectrum disorder and ADHD.

We're writing because we want the Board and Administration to know that we believe Orry could stay at Julian if there was an Instructional program. We are also writing for all the families who need this kind of structure for their children at their home school, and are either struggling through the middle school model as is or are pushed out to alternative placements. Please consider implementing an Instructional program at the middle schools.

Thank you for your consideration,  
Jamie and Ryan Winchell

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Dear Principal Gordon, Dr. Powell, Dr. Wernet, and members of the School Board of D97,

As our schools transition back in-person today, we write to implore you to consider the actions the D97 administration and Oak Park Department of Public Health have taken on implementing adaptive pauses through the lens of new developments and information released this past week.

There is increasing evidence that public health experts across the country view the harm caused from keeping kids out of school as equally worthy of consideration as mitigation strategies to interrupt spread have been over the past year. You have adequate leeway to chart a different path going forward in these extraordinary circumstances based on evidence and common sense.

First and foremost, it should be noted that despite average daily caseloads in Illinois peaking at three times the highest levels of the previous surges, guidance by the CDC and IDPH has gotten less restrictive when it comes to quarantines, close contacts, and test to return protocols.

This is not an accident. A more mild strain combined with a successful vaccination campaign, like the one we're grateful to have had in Oak Park, is certainly responsible.

Dr. David Rubin, a primary care pediatrician and director of the PolicyLab at the Children's Hospital of Philadelphia (CHOP), put it succinctly in an important interview on NPR I highly encourage all of you to read:

<https://www.npr.org/2022/01/13/1072174666/omicron-schools-cases-testing>

*"You have to think about this in the context of where we were last year. Last year, we were facing a novel coronavirus that was very virulent in an entirely unvaccinated public. And so the goal was to eliminate any exposure risk to buy time for vaccinations to arrive.*

*"This year, with a variant that on average is milder in most individuals, particularly in children, and at a time when people have been offered vaccination ... it no longer makes sense in terms of trying to prevent mild illness at a time when people have been vaccinated. And it's no longer feasible or practical, particularly for most schools."*

Dr. Rubin, in that interview, suggested schools depriving kids of education and social access to others is "really detrimental at this point" and he said "the risks of that now far outweigh the risks of the disease itself."

CHOP is widely regarded as the best children's hospital in the United States and perhaps the world. Their guidance is important for you to consider.

This dictates a reevaluation of strict adherence to IDPH contact tracing guidance. Given the level of vaccination in our schools, adherence to mask wearing, district-wide surveillance testing, and the quality of masks now available, it defies common sense to keep kids out of school to fully complete a contact tracing protocol that no reasonable person would assert significantly disrupts community spread, particularly with what we know about the speed of the Omicron variant's incubation period. We couldn't possibly keep up to stop the next transmission.

This is the key point.

If you had double or triple the contact tracers you now have on staff, would anyone be arguing it would significantly disrupt community spread outside of school? District-wide Shield testing, mask wearing, improved ventilation and above all, vaccination do more to combat spread of this disease within school walls than anything else. Parents need to be informed of positive tests, of course. But any other contact tracing protocols needing to be completed in order to keep school in person does not make sense.

If the Village of Oak Park has a stance that all possible mitigations must be deployed to control community spread, then they can close down bars and restaurants to interrupt approximately 40% of all case spread as numerous studies have laid out. But we cannot keep ignoring the damage we are doing to our kids, working families, and our community by this ping pong approach to keeping kids in school.

It is our understanding that other districts - through their decision to exert local control for what they deem is best for their communities - have taken a less stringent approach to meeting IDPH's guidelines. Naturally, we are not responsible for other communities, but we also have one of the highest vaccination rates in the state and this demonstrates an ability to interpret and apply the guidelines in a way that both fits our reality and best serves our children.

Just this week, this point was made succinctly in NY Magazine's Intelligencer online column by Jonathan Chait:

<https://nymag.com/intelligencer/article/progressives-must-reckon-with-the-school-closing-catastrophe.html>

*"It is now indisputable, and almost undisputed, that the year and a quarter of virtual school imposed devastating consequences on the students who endured it. Studies have found that virtual school left students nearly half a year behind pace, on average, with the learning loss falling disproportionately on low-income, Latino, and Black students. Perhaps a million students functionally dropped out of school altogether. The social isolation imposed on kids caused a mental health "state of emergency," according to the American Academy of Pediatrics. The damage to a generation of children's social development and educational attainment, and particularly to the social mobility prospects of its most marginalized members, will be irrecoverable."*

You will no doubt receive a batch of tests this week with newly identified positive cases and be faced with more difficult decisions. We encourage you to make these decisions through the lens of current evidence and harm reduction rather than a stringent adherence to a guideline that leading experts say is not nearly as impactful or effective as the measures you have already prudently put in place.

Thank you for all that you do.

Sincerely,

Tom and Aviva Bowen

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Please consider offering daily PE to D97 students.

The research proving that exercise improves academic performance and cognition, social/emotional experiences and physical health is irrefutable, yet our children only receive one day of PE per week.

Yes, they have recess, but many students do not use that time engaged in physical activity with the intensity required to promote the above benefits.

It does not take a leap of faith to believe that making the change to daily PE would help our children. All it takes is a belief in science.

Thank you,

Cameron McLaughlin  
(father of two current and two future D97 students)

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To Whom It May Concern:

I am writing to voice my support for wrestling programs at Brooks and Julian Middle Schools. My son will be a student at Brooks Middle School next year, and the presence of a wrestling program would make a qualitative difference not only for him but for numerous other students.

I think school-sponsored athletics provide powerful connection to the school environment. In a middle school setting, where so many students are in a newly larger, strange environment, such connections make a qualitative difference to their middle school experience. While there are other intense athletic options in Oak Park, many of them are through other organizations that require more resources in terms of money and time to access, and they often come without the authentic connection to one's school peers that a middle school program would bring.

Wrestling is also a wonderful option for students in need of a more physical sport in the winter months. Given basketball's popularity and the frequent need for cuts, many students have reduced options in the winter, and wrestling is a physically demanding, no-cut option that all can access.

For these reasons and many more, I hope you will consider budgeting and approving middle school wrestling programs for this coming school year.

Matthew Brown  
Oak Park, IL

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Dear Dr. Jung Kim and Board of Education Members,

It is with great enthusiasm that I support current efforts to begin a joint Brooks and Julian Middle School Wrestling Team. I am a proud parent of a Little Huskies wrestler and have witnessed first-hand the wonderful benefits of this sports program. I strongly encourage the District 97 Board to approve and offer continuous supports for the wrestling program's development.

There are incredible benefits for students who have opportunities to participate in wrestling:

- Everyone gets to participate – unlike sports where players are relegated to the bench, everyone gets a chance to compete;
- Valuable life lessons are learned – personal accountability, resilience, handling adversity, mental preparation for performance, and persistence;
- Confidence is built through accomplishing difficult skills;
- Challenging comprehensive body conditioning is provided; and
- Practices and competitions offer an important energy outlet.

Special education teacher, Michael Colucci, has taken a critical leadership role in forging the development of a team. His current work as a teacher and wrestling coach demonstrates an exemplary commitment to inclusive practices of teamwork, discipline, and character development. He will serve as a tremendous asset to the program.

As an Oak Park resident and parent of two District 97 children, I am encouraged and excited about the prospects of this program.

Sincerely, Dr. Rebecca Vonderlack-Navarro

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Dear Board,

Having a wrestling program at the middle schools in Oak Park is an outstanding idea. The very nature of wrestling provides an outlet for students to improve not only their physical strength, but also their emotional and intellectual strengths. It provides the opportunity to focus on themselves and can provide a great sense of accomplishment. The sport at this level is completely inclusive as it is a non-cut sport. Additionally, women's wrestling is the fastest growing sport in the United States, therefore providing an opportunity for both young men and women.

OPRF has a long tradition of having an outstanding wrestling program and can only get better with the addition of a middle school program.

Wrestling provides an outlet for kids that don't perform as well in team sports. It's inclusion into the middle school can only help some of those that don't do well in the team setting.

One last thing, wrestling is a very low-cost sport to the athlete, and thus is accessible to all.

Thank you,

Chris Rockey

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Members of the Board:

I am submitting this public comment in support of creating a middle school wrestling program. Our son has benefitted greatly from the Little Huskies program. We think it's important to cultivate recreational and athletic programming at the middle school level when youth are particularly vulnerable and looking for opportunities to belong.

Thank you for your consideration,

Andrew Williams-Clark

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Hello,

I am in support of a wrestling program at Julian and Brooks Middle Schools. My two sons are in D97 and have benefited greatly from the Little Huskies wrestling program. Wrestling develops character and gives children an amazing outlet for physical activity. We would love to see this program in the middle school.

Thank you,

Liz Williams-Clark

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To the District 97 Board of Education,

My name is Zackary Webb, and my son Taiga Webb is a 7th grade student at Brooks Middle School.

Taiga was diagnosed with autism when he was four years old. As he's grown, Taiga's ability to connect with others his own age, and to participate in the everyday activities of student life, have been largely limited by his disability.

In the fall of 2021, Taiga's teacher, Mr. Michael Colucci, offered Taiga the opportunity to participate in Little Huskies, a wrestling club. Taiga joined the club and has been learning and practicing wrestling with both special needs and neurotypical children since.

He's begun to develop a sense of identity as a wrestler, to be part of the group, to be competitive and assertive, to learn from his mistakes, and most of all to trust himself and his own abilities. Taiga has expressed his wish to continue wrestling through middle school and into highschool.

For this reason, It is with great enthusiasm that I support the creation and development of a middle school wrestling program for both Brooks and Julian. The development and belonging our son has experienced in the wrestling club would be even greater if he were part of such an inclusive program at his school.

Please approve the funding for a wrestling program at Brooks and Julian.

Many thanks,  
Zackary Webb

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To: District 97 Board

My name is Denise Lawson and currently have a 3<sup>rd</sup> grader at Beye Elementary School. I would appreciate your consideration for the development of a wrestling program at both Julian and Brooks Middle Schools. Aimed at young children like my son who yearn for positive reinforcement through sport, wrestling offers a unique outlet for leveling the playing field; where all equal and where hard work benefit the hungry. In addition to feeding both the mind and body, invaluable relationships are garnered through a team sport; learning to work with others for a common goal. Self-discipline on the mat transfers to success in the classroom and eventually to our community. Well-rounded young boys and girls with a deep appreciation for hard work, fairness, teamwork and social interaction is what everybody needs.

Thank you for your attention to this matter.

Best Regards,  
Denise Lawson

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Good afternoon!

My name is David Wells, and I have been working for d97 as a permanent substitute at Julian since fall 2020. Below is the text of a public comment that I submitted to the board meeting of Tuesday, January 11, 2022, regarding the lack of health benefits for permanent substitute teachers in d97 for the 2021-22 school year. The comment was read at the beginning of the meeting, but given that most of the meeting was devoted to the changes caused by the Omicron variant and the decision to enact an adaptive pause, I can easily understand why there was no board discussion on the topic that evening.

However, given the topic's importance, I'm sure you can likewise understand my respectful request for answers to the three questions within my comment, namely:

- Is the board aware of the decision not to continue to provide benefits to the permanent substitute teachers currently working in d97?

- If so, would one of you be willing to explain the reasoning behind this decision not to offer these benefits?

- And lastly, given the value that is offered to the district by having teachers who have already developed good teaching relationships with students at all grade levels, and have the professionalism and flexibility to step in and continue instruction seamlessly no matter the subject or level of difficulty, would you be open to reconsidering that decision?

Thanks so much for your help and understanding on this issue. I look forward to your response.

Gratefully,  
David Wells

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Dear Board,

As parents of two d97 students and current elementary school wrestler we want to share the importance and value that wrestling has had for our family. Wrestling has been the most amazing opportunity for our child and we very much look forward to wrestling at the middle school with d97. Wrestling helps to provide an inclusive team environment, physical exercise and learning about body and spatial awareness unlike any other sport. For our child specifically wrestling gives so much value to his day to day and overall childhood development. He practices cooperation, perseverance, strenuous physical activity, and focuses on skill building. Through wrestling he is able to be more focused on academics and attentive in class as he has built helpful skills in practice and is able to use practice outside of the classroom as an outlet for his endless energy.

Thank you, Angela and Mesay Tefera

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My name is Mike Skoglund and I have lived in Oak Park for 13 years with my wife and three kids (one of whom is a Julian student). I also run baseball operations for Oak Park Youth Baseball/Softball, and served on D97s Parent-Teacher Advisory Committee prior to the pandemic. I write to support a proposed budget for middle school wrestling in D97.

My youngest son Ben (8 years old) wrestles on the Oak Park club team, and in his very first match, he was pinned in about 30 seconds. He has a temper and I thought he was going to go bananas. Instead, he came off the mat, gave me a hug, and said "that was so awesome!" Over his last two years, wrestling has taught him personal responsibility, hard work, and how to win and lose a competition with class. When he loses, he knows there is no one else to blame, and he shows up to the next practice ready to work on the skills and moves that will help him win the next match. And he knows that only hard work and practice will lead to improved results and wins. There are few other sports that can teach this lesson better than wrestling. I believe that wrestling has instilled personal responsibility and work ethic values in Ben more effectively than any other sport he has been involved with.

Personally, though, what I love about wrestling the most is that *anybody* can be successful at it with hard work and determination. Many of the kids that are high achievers in other sports, like basketball, are athletes with innate advantages such as speed, height, build, or growth rate. For lots of other kids, these sports become frustrating by middle school (or much earlier), leading them to quit. An athlete can be successful at wrestling, without innate advantages, through hard work, determination, building strength in practice, and good coaching. There are countless stories of kids who didn't make the middle school basketball team and turned to wrestling, and continued to be winter athletes for the next 6-7 years. In fact, that is how I became involved with wrestling in the first place - I wasn't any good at basketball, tried wrestling, loved it, and then wrestled into high school. I believe we should give the same opportunity to the kids in our community by funding this initiative. Importantly, wrestling is also a sport that has a very low barrier to entry for families. It does not require expensive gear, and it is not a sport dominated by a select few that can afford lessons or personal training (I've never even heard of a personal wrestling coach). To me, wrestling is truly an equitable sport, and providing funding for it in middle school would promote the values of our Village.

Thanks for considering my note!

Mike Skoglund

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Dear Board Members,



This latest surge of Omicron and the much-needed adaptive pause showcased that the district needs to be doing long-term thinking about getting ahead of this virus. The district needs to be planning now for Spring Break and getting sufficient testing before students return. The recent investments into Hi-Fi masks is another example of longer-term planning. The district made this decision before the CDC acted and changed their recommendations. It will be great to see those in use in our schools.

Another example of long-term planning is the recent [infrastructure investments](#) made by Boston Public Schools (BPS). BPS has installed Indoor Air Quality sensors directly in all of their classrooms. The sensors report key measures of air quality in real-time including CO2 as well as particulates. This data can then be used to direct changes to the set-up in each classroom and note any additional work that needs to be done to reach optimal air quality and ventilation. What is particularly innovative about Boston's approach is that they are publishing real-time readings to a [dashboard](#) that is publicly available.

D97 has made improvements in its buildings' ventilation systems and have done point in time air quality reports. The district can take this a step further and leverage the federal funds that are earmarked for exactly these types of investments to build a similar monitoring system. Oak Park can take inspiration from Boston and be a leader in our region. Continuous monitoring will ensure that when problems arise, that they can be fixed quickly.

This monitoring system would be an investment in our kid's health and will pay dividends post-COVID.

Thank you for your service and consideration.

Ranga Bodla  
Parent of Two Holmes Hawks

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#### **4. NEW NATIONAL BOARD CERTIFIED TEACHERS**

NEW NATIONAL  
BOARD  
CERTIFIED  
TEACHERS

Dr. Carrie Kamm presented to the Board of Education and community, the most recent class of National Board Certified teachers. National Board Certification was designed to develop, retain and recognize accomplished teachers, to generate ongoing improvement in schools nationwide and represent a consensus among educators about what accomplished teachers should know and be able to do. It is the most respected professional certification available in K-12 education. More than 125,000 teachers across the United States have achieved Board certification and in District 97 we have 79 teachers who have achieved certification.

Pursuing National Board Certification is an intense process and is one of the few professional learning opportunities for teachers that is focused on providing evidence of student learning and growth and teacher practice against a set of standards. Their commitment to practice and the National Board process is inspiring and worthy of our recognition.

#### **Our Newest class of National Board Certified teachers includes:**

Jennifer Baldassarre  
Ellen Corcoran  
Carmen Hauser  
Kimberly Jones  
Kathleen Kelly

Marta Mohammad  
Jennifer Nelson  
Jill Pacyna  
Eric Podlasek  
Christopher Pros

Jennifer Richards  
Emily Rote  
Elizabeth Vietzen  
Ryan Winchell  
Rachel Youngberg

Julianne King

Marianne Rehfield

**Additionally, the following teachers renewed their National Board certification:**

Seth Baker

Tim McDonald

Katie Noonan

Caroline Baker

Jessica Milburn

Tom Kanwischer

Virginia Nagano

## **5. SPECIAL REPORTS**

### **5.1 Audit Presentation**

(Report Available Online)

SPECIAL  
REPORTS

Patrick King and Nick Cavaliere from Baker Tilly Virchow Krause, LLP presented to the Board of Education the fiscal year 2021 Audit. This single audit report has also been submitted to the Federal Audit Clearinghouse (FAC) and the AFR has been filed with ISBE. The audit reports include:

1. Financial Statements as of June 30, 2021
2. Communication to those charged with Governance and Management
3. Annual Financial Report (ISBE Form) as of June 30, 2021.

The Auditor noted, that he did not find any significant concerns, and details of his findings can be found in the report shared with the Board of Education. Patrick King further noted, with the district implementing new financial software, concerns around implementing internal controls were addressed from the findings of last year's audit.

### **5.2 School Update**

Dr. Powell provided the Board and community with an update following the Adaptive Pause January 13-14, 2022. As anticipated, the Illinois State Board of Education issued Revised Public Health Guidance for schools on January 11, 2022. The new guidance incorporates the Centers for Disease Control (CDC) reduction in isolation and quarantine to 5 days for those who test positive for COVID-19 or who are close contacts to a positive case. This immediately impacted our daily attendance for both staff and students as many were able to return to the classroom under the new guidance.

**The Adaptive Pause** provided time needed for nurses and administrative staff to reset and catch up on contact tracing. Administration is also working to improve and streamline processes moving forward to include communication related to contact tracing.

### **Emergency Staffing Plan and Community Volunteers**

A formal staffing plan has been created to provide more structure and additional employee assistance for each of our buildings. All 10 schools have a lead administrator, as well as two to three central office staff members assigned to assist with various duties.

### **Parent/Community Volunteers**

Since our last board meeting, we have had 50 parent and community members sign up to complete background checks. Their information will be sent to schools once they are cleared. Thank you to our Receptionist Autesha Latimer, who has done an excellent job managing the uptick in appointments.

### **KN95 Masks for Staff and Students**

As of January 25, the Buildings and Grounds Department has distributed 8,700 KN95 masks to all District 97 staff and students along with adequate stock for future distribution. On January 26, both PKP

and Early Childhood received KN95 masks. We are waiting on an additional delivery of 16,000 adult and child size masks. We will continue to monitor supply and order as needed.

### **Vaccination Rates**

Submitted proof of Vaccination to School Nurses, as of January 25, 2022:

- District Staff 95%
- District 97 Students (Total Enrollment: 5,582)
  - o Eligible (ages 5 and Up) 74.9% (does not include younger than age 5 EC/PKP)
- 7 schools over 75% vaccinated, 4 schools over 80%

**Guest Speakers:** Administration brought in frontline workers from our schools, to have an open discussion with the Board of Education and community around Social and Emotional supports and needs for students during the pandemic and beyond.

**Lauren Giorango**, Middle School Nurse at Julian provided some context around procedures for contact tracing, school nurse workload, need for additional support for nurses and student experience for those that are in school when notified of positive results and quarantine.

**Dr. Donna Glover**, Elementary School Psychologist continued the discussion around student social/emotional needs by explaining supports that are currently in place for students. These supports include students being able to self-express feelings, needs and how this translates into information shared with families so Teachers/Social Workers/Families are aware of any situations that may arise. Dr. Glover also provided some insight on the Pandemic, and how families can support the schools in supporting students.

**Hannah Boudreau**, Middle School Social Worker at Brooks provided some additional insight around patterns of student behavior, Staff supports to further push positive behavior among students and appreciation to the Board of Education for the recent Adaptive Pause, that was needed by staff to gain their barons after having to navigate this pandemic and the education of children during these difficult times.

## **6. ACTION ITEMS**

ACTION ITEMS

### **6.1 APPROVAL OF THE CONSENT AGENDA**

Spurlock moved, seconded by Moore that the Board of Education, of Oak Park Elementary School District 97, approves the consent agenda as presented.

- 4.1.1 Approval of Minutes from January 11, 2022 Board Meeting
- 4.1.2 Approval of Minutes from January 14, 2022 Special Board Meeting
- 4.1.3 Bill List
- 4.1.4 Personnel

Ayes: Kim, Kearney, Ross Dribin, Hurd Johnson, Kinhal, Spurlock,

Nays: None

Absent: Moore

Motion passed.

## **7. DISCUSSION AND ACTION**

### **7.1 IGA: Data Sharing with District 200**

(Available Online)

Kearney moved, seconded by Ross Dribin that the Board of Education of Oak Park Elementary School District 97 moves to approve the Intergovernmental Agreement between District 97 and District 200, to allow for data sharing of student records and information as permitted by Public Act 102-0557.

Ayes: Kim, Kearney, Ross Dribin, Hurd Johnson, Kinhal, Spurlock  
Nays: None  
Absent: Moore  
Motion passed.

### **7.2 Notice of Remediation**

Spurlock moved, seconded by Kearney that the Board of Education of Oak Park Elementary School District 97 moves to adopt the Resolution authorizing issuance of the Notice of Remedial Warning to Stacey Hill.

Ayes: Kim, Kearney, Ross Dribin, Hurd Johnson, Kinhal, Spurlock  
Nays: None  
Absent: Moore  
Motion passed.

## **8. ADMINISTRATIVE ITEMS**

ADMINISTRATIVE  
ITEMS

### **Middle School Sports: Wrestling Proposal (continued 11/16/21)**

Michael Colucci provided a financial response to the wrestling proposal for the Board of Education.

1. Cost of busing students daily from Julian to Brooks for practices.
  - For transportation between schools there are several options we can consider
    - Daily bussing to Brooks from Julian for practice (w/parent pick up at Brooks) ~ \$95 per day
    - Chaperoned walk to Brooks from Julian
    - Permission slip from parents to walk to Brooks alone
  - The most ideal would be bussing to save time and be the most safe
2. Cost of Competitions
  - Bussing to and from competitions would cost roughly \$250-350 per dual meets/tourneys with several tournaments a year, about \$1,500- 2,000
  - Competition costs range between \$100- 200 depending on tournament
3. Cost of gear
  - Per student gear cost would be roughly \$100 for acquisition of team embroidered singlets (optional warmups for ~\$75
  - Athletes would provide their own workout clothes, shoes and headgear
4. Cost of Mats
  - Donation of mats form high school or Beat the Streets (or combination of the two)
  - New mats run about \$8,000-12,000
5. Location of Practice
  - Brooks 3rd floor gym or Brooks commons
6. Cost of Coaching Stipends
  - Per contract (ending this year- whatever is bargained moving forward) is 3,300 per coach
  - Will need two coaches
7. Cost of tournaments
  - a. Officials to referee matches would be about \$115 per meet- with only several meets at home in a season.
  - b. For tournaments, team fees are roughly \$200-250

- c. Scoring devices can be donated or can be done manually (flip charts) No more than \$200

#### **8. USA Wrestling Membership**

- a. \$65 per year- can be signed up for free through Beat the Streets. However, IESA covers insurance costs, this would give additional coverage.

#### **9. Cost of Mat Hoist**

- a. 2 proposals one for 21,500 and one for 23,000

#### **District responsibility:**

Logistical costs on a yearly basis- W/ daily bussing= ~ \$13,600 OR W/ out daily bussing = ~ \$11,730

- Bussing
  - To Julian from Brooks daily for season ~ \$3,500- per day is ~95 (Or walking chaperoned= hourly rate of chaperone ~33 dollars per day= ~ 1,600)
  - Competitions run \$202.50 for under 40 miles and then after that mileage and tolls add on ~ \$1,500
- IESA dues
  - \$300 per year
- Tournament Fees and Officials
  - Officials ~ \$115 per referee times amount of at home competitions (likely 3-4)
- 2 coaching stipends per OPTA Contract
  - ~\$3,300 (pending contract bargaining this year)
- Custodial Cleaning/ Supplies
  - Hourly rate + \$350 in wrestling specific cleaning supplies

#### **Budget Option 1:**

Purchasing of new Mats and Hoists= ~ \$35,000

This budget is a matching fundraiser component between the school and local support through fundraising to purchase new mats and a hoist with equal matching. The cost for a mat with D97 logos would be roughly \$12,000. Two quotes procured for mat hoists in the 3rd floor gym at Brooks ranges between ~\$21,500 - 23,000.

#### **Budget Option 2:**

Donation of Mats and Purchasing of Hoists= ~ \$21,500- 23,000

This budget would include the donation of mats by OPFHS D200, Little Huskies and Beat the Streets Chicago, cutting costs by \$12,000. To purchase the hoist, we can continue a matching fundraiser to meet the need of purchasing and installation of mat hoists in the 3rd floor gym at Brooks.

#### **Motion for February 8, 2022**

We will be asking the Board during its January 25, 2022 meeting, to consider a motion for approval of the Middle School Sports Wrestling Program, not to exceed \$20,000 for the 2022-2023 school year. These funds along with support from Little Huskies and Beat the Streets Chicago will provide the necessary funding for implementation of this program.

#### **9. BOARD ASSIGNMENTS**

BOARD  
ASSIGNMENTS

**CLAIM** Update: CLAIM and FAC committees met in a joint meeting recently, looking at future capital projects. The Virtual Legislators Forum is January 26, 2022 7:30pm. This is an opportunity for us to hear directly from state representatives. Link for this meeting can be found on the District 97 website.

**PTOC** met last night, great to hear about the fundraising and collaborative work, just the overall appreciation for teachers and staff. Covering meals, and communicating support. We also provided an update on how we arrived at an adaptive pause, and a brief update on the Superintendent Search.

**OPEF** has officially announced their new Executive Director, LaTonya Baker. She has worked hard with the Base Camp program, so we are happy to see her take on this position with the foundation.

**Community Council**, the athletic director provided an update around equity in Girls Sports. Further surveying Girls' Sports, while taking a look at equity in equipment and storage for these teams.

OPFR Boosters is looking to make a connection with D97 PTOC. Board member Hurd Johnson will help to connect.

Village Plan It Green, both Nancy and Gavin have been working to explore what role District 97 can play in climate and sustainability. More information is coming soon. Both are excited about partnering.

## **10. CONCLUDING ITEMS**

CONCLUDING  
ITEMS

### **10.1 BOARD REMARKS**

Mask wearing, proper use? Jeanne Keane notes that KN95 Masks should be worn until soiled, there is also signage posted in all buildings on proper mask use. Amanda Siegfried also notes that communication to families have also been provided and aligned with CDC guidance on proper use and length of use related to masking.

Distribution of Masks differ by school, but Administrative Assistants in the Elementary, Coordinators at the Middle Schools were charged with distributing to Staff and Students.

Contact Tracing, to support Nurses in this process? Administrative Assistants and Administrators have been providing support so that families hear from a familiar voice at their child's school. Also notes that the highschool provides information via email no personal phone calls.

## **AGENDA MAINTENANCE**

The draft agenda for the February 8, 2022 meeting was reviewed.

ADJOURNMENT

## **10. ADJOURNMENT**

Kearney moved, seconded by Ross Dribin that the meeting be adjourned. There being no further business to conduct, President Kim declared the meeting adjourned at 9:42 p.m.

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Board President

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Board Secretary