

**Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park, Cook County, Illinois
February 12, 2019 Meeting**

President Spurlock called the meeting to order at 6:32 p.m.

ROLL CALL

Present: Spatz, Spurlock, Liebl, Breymaier, Broy, O'Connor, and Datta
Absent: None
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendent for Finance and Operations Paul Starck-King, Assistant Superintendent of Human Resources Laurie Campbell, Senior Director of Policy, Procedure and Communications Chris Jasculca, Senior Director of Technology Michael Arensdorff, Senior Director of Special Services Eboney Lofton, and Board Secretary Sheryl Marinier.

EXECUTIVE SESSION

EXECUTIVE SESSION

Spatz motioned, seconded by O'Connor that the Board move into executive session for the purpose of Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees or Legal Counsel for the District 5 ILCS 120/2(C)(1), Collective Negotiations 5 ILCS 120/2(C)(2), Pending Litigation 5 ILCS 120/2(C)(11)

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

OPEN SESSION

OPEN SESSION

O'Connor moved, seconded by Datta that the Board move into Open Session at 7:00 p.m. All members of the Board in attendance were in agreement. The meeting reconvened at 7:05 p.m. with all members of the Board present.

4.3.1 APPOINTMENT OF ADMINISTRATOR

APPOINTMENT OF ADMINISTRATOR

Spatz moved, seconded by O'Connor, that the Board of Education, District 97, appoint Laura Zaniolo as the Principal for Abraham Lincoln Elementary School at a salary of \$117,490 effective July 1st for the 2019-2020 school year.

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

Laurie Campbell introduced Laura Zaniolo as the new principal of Lincoln School. She explained the steps taken that led to this decision and shared some of Zaniolo's accomplishments. Zaniolo shared that this is a wonderful homecoming, as she is a graduate of the district.

PUBLIC COMMENT

PUBLIC COMMENT

Christian Jeremiah Waters, a black sixth grade student, demanded that the Board hire more black teachers because he noticed that there are no black teachers in his sixth hour classes. Waters explained that there is a picture on the wall of the lunchroom that he finds disturbing. The picture, which is of little white children and their families, reminds him about how there are only a few black teachers in his school. He questioned if Oak Park supports diversity and inclusion. He told the Board that to him, the equity policy is useless if it does not apply now.

Marlene Meraz, a seventh grade student shared that she is Latina. She expressed concern because she has seen policies in the past that lacked action, and she is worried that the equity policy might fit into that category. She demanded that the district pass the equity policy, and reminded them that the policy is not just words. She explained that her experience in the school is hard. Every day she sees her friends experience racism not just from students, but from the teachers too. She shared a story about a friend who is bullied daily to the point of anger, and then he is the

PUBLIC COMMENT (Continued)

one who got in trouble. Meraz explained that differential treatment is a huge problem in the school. She explained that for the last two years, she has been trying to start a social justice club where black and Latino students would feel safe sharing their voice about issues. It took her a year and a half for the club to be created. She suggested that it should not have taken that long for the school to see these students and recognize the need. Meraz expressed hope that the Board hears her voice as a tool to success, and not as a weapon to the press.

Taiveon Tishaun Josiah Ray, a sixth grader and African American requested more Latino and Black teachers. He explained that the only black teachers that he knows of are Ms. Brown and Ms. Fleming. They are important because they get what all the students of color have to go through on a daily basis. He expressed concern about losing Spanish and suggested that the only way to save the language is to have more Latino teachers teaching it. Ray told a story about how another student called him a name, and he responded by calling the other student by the name of a candy. Ray did not get into trouble, but afterwards felt the need to tell this story because the other student should have never said that to him. Ray expressed concern that if the other student had the courage to speak this way to him, he might say something worse to other people of color.

Gary Ford, an eighth grader and African American volunteers at the library by shelving books and helping younger students with reading. Ford demanded that the district hire more teachers of color. He explained that some of the current teachers treat students of color differently than the white students. He suggested that the teachers be held accountable for how they treat the students. Ford requested that his history be included in the curriculum every time they learn about history. He indicated that the only reference to black history is about slavery. Ford shared a story about how a teacher treated a black student differently than white students. Ford expressed the need for change and suggested that the hiring of more teachers of color is the solution. He suggested that more teachers of color would make the black and brown children feel welcome and comfortable in the schools.

Dallis Ellis, a seventh grader and African American shared that she feels uncomfortable at school and fears that the equity policy will not make a difference. She shared that black students are referred to as “ghetto, loud and ignorant”, while white students are referred to as “acting black”. Ellis reported that the police officer at the school checks the IDs of black students more than the white students. She shared that the black students are referred to as “Trayvon” and get in trouble for wearing their hoodies. Ellis asked why is it that when she speaks people tell her to watch her mouth rather than listening to what she has to say.

Antuan Ford, a sophomore at Oak Park River Forest High School shared that he tried to start a program for three years, and questioned if the Board would have heard the students’ voices this evening if a social justice program did not exist at Julian Middle School. He acknowledged the students for addressing the Board, noting that it took a lot of courage for them to do so. He indicated the need for change, not just words. Ford told how women protect their purses when he walks by like he is going to steal them. He shared that people of color are not ignorant or loud. He shared that February 5 was Trayvon Martin’s birthday, so some of the students put on their hoodies in remembrance of him. They were told to take them off. Ford expressed concern that this was not right, noting that there are many events where white people are acknowledged, and reported that on February 26, students of color will wear their hoodies and no one will get in trouble, because that is not right.

Jennifer Gnolfo, an Oak Park resident, expressed concern about the equity problem. She suggested that because it is a district wide problem, it requires a district wide approach. She recommended that the Board pass the policy as quickly as possible so implementation can begin. She suggested that the Board use a racial justice lens and take in to account the voice of those who will be impacted.

Makisha Flournoy-Benson, an Oak Park resident and Co-President of the Oak Park Diversity Council (DivCo), shared that the opportunity gap has reached epidemic proportions. She noted that white students are 13 times more likely to receive gifted services than black students, while students of color are twice as likely to be disciplined as their white peers. She reported that 31 percent of the students with IEPs are black and there are significant disparities overall with children with IEPs. She reported that DivCo has participated in strengthening of the equity policy, and expressed the need to not only adopt the policy, but to name race in it, and get to work so that we can all see transformative change in our schools.

PUBLIC COMMENT (Continued)

Jong Kim, an Oak Park resident noted that the youth this evening showed the gravity of the situation. She reminded the Board that this has been going on for decades. She suggested that segregation is alive, and we are seeing this in our outcomes and the stories that the students share. She shared that the district is not progressive and reminded the Board that lukewarm acceptance is much more bewildering than outright rejection. She noted that the numbers are not changing over time, but she is encouraged that the equity policy has teeth and needs to be supported. Kim explained that the memo attached to the policy in the board packet distracted from the policy, and encouraged the Board to complete this process, suggesting that this effort is about saving the lives of children. We need to adopt this policy and make sure it has the support to be implemented.

Marta Ihegami, an Oak Park resident, shared that for decades, the institutional and traditional education systems have been harming our children of color, and making for extremely negative challenges in their socio economic and emotional lives. She noted that the white children are also being harmed. White children have been learning that black children are smart or not smart, bad or good, just by the way we are teaching them in school, and unintentionally contributing to segregation. Please treat this as something urgent.

Gavin Kearney, an Oak Park resident, DivCo member and candidate for the Board of Education, supported the comments made by Makesha Flournoy-Benson. He noted that the equity policy presented by the Board this evening is one of the strongest in the country. It sets a foundation for advancing equity with urgency, with accountability, and with critical voices at the table. He suggested that the district commit itself to ending the persistent inequities that exist throughout the school system, and fully embrace the notion that providing all students with an excellent education is critical to our mission, and that failing to do so is not acceptable. He noted that the policy requires the district to develop a decision-making tool to ensure that racial equity is a core consideration throughout the district's decision-making and not an afterthought or add-on. It also requires the district to systematically evaluate and address equity in areas like curriculum, discipline, teacher hiring and differentiated learning. The policy requires accountability, transparency and effective stakeholder engagement. Under the policy, the district will develop clear actions and goals, and report on progress regularly and publicly. Kearney noted the importance of stakeholder engagement, noting to be effective, the policy needs parents, students, teachers, and community members at the table as it is implemented. The policy also emphasizes the importance of centering those most directly impacted by current inequities. Kearney noted that if the district implements this policy fully and urgently, it has transformative potential for the district. It could eliminate the gap between our aspirations as a school community and the reality that people experience every day. He urged the Board to pass the policy and the community to support it.

John Duffy, an Oak Park resident, spoke on behalf of the Committee for Equity and Excellence in Education (CEEE), and urged the Board to adopt the strong, exemplary Ensuring Education and Racial Equity Policy. He said that the CEEE believes that this policy has the potential to move the schools closer to the racial justice that the families of District 97 have been pursuing for 50 years. He said that the committee is confident that this Board understands the possibilities this policy creates for our community to advance equity, social and racial justice. Duffy acknowledged the Board, administration DivCo members and community equity thought leaders for their work. Because the district is leading the way in Oak Park with this draft policy, Duffy noted the importance of placing this work in some historical perspective. He referenced past efforts to address equity and noted that this policy includes accountability and verification procedures that were not part of the other efforts. He suggested that this policy assures the community that the voices of students and families who have been under-represented or marginalized in the past will be given a full, meaningful voice in carrying forth all equity goals, procedures and accountability plans. Duffy requested that the Board finalize the language of this policy with full community input, and then let everyone continue to work to achieve equity and social justice for all of our children.

Anthony Clark, an Oak Park resident and teacher, shared that the teacher society often views teachers of color as a statistic, noting that he represents only two percent of teachers. He shared the percentages of people in jail and suggested that if we believe in equity, 100 percent of us should be behind this policy. He suggested that the people are the problem and suggested that the schools have gotten worse.

Antuan Ford, an Oak Park River Forest High School student returned and recited a powerful spoken word piece. The piece questioned why he is hated so much just because his skin color is different.

PUBLIC COMMENT (Continued)

Kitty Conklin, an Oak Park resident suggested that getting an education for all kids should be the number one focus of the school district. She reminded the Board that District 97 does not work in a vacuum, but reported that the district has 804 staff members, of which 34 are administrative assistants. She suggested that the district is still operating without changing anything. Conklin suggested that there are seven warehouse employees shoveling paper around. She asked the district to prove that they are willing to be members of the overall community. She reported that 50 percent of the respondents to a recent survey plan to move out of the Village because of the rising tax burden. She encouraged the district to not operate on an island.

Michelle Mengan, an Oak Park resident, shared that she works at the state level on an equity committee. She explained that this is not a unique problem, and it can be fixed. She explained that when you control for race, race is still a disparity. She suggested that the district is not doing a good job with the data analysis and needs to look at the data at different levels, and look at the gifted program and special education. She reported that there are problems between schools, and suggested that the district test students early, suggesting that deficits are not identified until the children are in school. She told the Board that if a student is not reading at grade level at third grade, they will not get there without the assistance of tutors. She suggested that differentiation is not the answer; that tutors are essential to the child's success. She suggested that it is about relationships and the need to connect with students. She questioned how the budget matches up with the evidence based formula and noted the need for it to be focused on equity.

Kara Sekellaris, an Oak Park resident and teacher, spoke on behalf of the Oak Park Teachers Association (OPTA). She acknowledged the students who spoke this evening. She reminded the Board that the teachers are a big stakeholder and a critical voice in the equity policy. They fully support the plan of equity and the equity policy, and would like to ask a few questions. She expressed the need to find clarity and add teacher voice.

1. How were teachers included in the drafting of this policy?
2. How will these new positions directly impact and engage our students?
3. How will you communicate to staff how these positions will be filled? Are we shuffling staff and positions? Have we already exhausted all resources on the ground to achieve this?
4. Where will these positions be housed? Are these positions school based, on the ground working with students and teachers directly? The positions in schools working with our students will make this happen, and this is what OPTA is very supportive of.
5. What is the research behind the addition of these new positions that are NOT directly working with students?

Sekellaris noted the importance of having the teachers be part of this conversation. They are the ones in the classrooms encouraging the students. She shared that the OPTA wants to work together to encourage change for the students.

Monica Sheehan, an Oak Park resident expressed support for equitable schools. She questioned if some of the 19 positions outlined in the equity memo could be filled by recent hires.

Terry Keleher, an Oak Park resident commended the Board, administration and community groups for developing the education and racial equity policy. He indicated that the community should be proud of this policy, suggesting that if adopted and fully implemented, the policy has the elements to be truly transformative. He suggested that the policy articulates a bold vision to provide an excellent and equitable education to every student, and eliminate systemic disparities. The policy commits to addressing racial disparities explicitly, not exclusively, embracing an intersectional and inclusive framework to equity. The policy is comprehensive, addressing all functions such as curriculum, discipline, workforce equity, budgeting and contracting, professional development, school culture and climate and operations. It authorizes the routine use of racial equity tools and robust stakeholder engagement for decision-making, to help counteract implicit bias and requires the development of annual implementation plans with clear priorities, milestones, public reporting and accountability.

Keleher shared that Oak Park has great schools, but they are not great for everyone. He noted that excellence without equity is exclusive and elitist. Equity without excellence amounts to mediocrity. Equity and excellence together is the sweet spot for our success. He asked the Board to think about the price tag of not investing in equity, noting that when students fall through the cracks, the costs and consequences are considerable and lifelong.

PUBLIC COMMENT (Continued)

Babacar Mbengue, an Oak Park resident and parent of a child with special needs, shared that his family has lived in Oak Park for 12 years. He asked that the Board and Superintendent first acknowledge the importance of making an active effort to address the needs of children with special needs. He expressed support for the community's efforts to improve racial equity in the district, but expressed concern that the voices of children with disabilities are not being heard. He reminded the Board that these children may not speak the same "language" as the other children, but may use subtle body cues, communicated through eye contact, or walking around the room while they process what they heard. He recommended that the curriculum directives be planned for, and teachers trained in methods of a modified curriculum for children with special needs. Teachers must be given support, financial backing and leadership accountability to ensure that children with special needs are not part of the achievement chasm. He reminded the Board that these children do learn and the community and society will be a better place as a result of active inclusion. He reminded the Board that inclusion is not a program, special education is not a place; inclusion is a mindset.

Jameel Rafia, an Oak Park resident, questioned why everyone was here this evening. He expressed concern that everyone was in attendance to talk about equity and a newly hired white principal was introduced. He told the Board that he does not believe what they say, because he sees what they are doing. He expressed concern that the district says they are working hard to hire people of color, but out of 54 candidates for the Lincoln Principal position, a white woman rose to the top. He explained that he thought his children would be treated fairly here, but that is not the case. He questioned why people have to keep being told to do what is right.

Sarah Schriber, an Oak Park resident, thanked all involved in writing the equity policy, and acknowledged the students for speaking this evening. She shared that she feels that the equity policy is strong and gives her hope. Schriber recommended that the Board complete the following steps;

- 1) Passage and adoption should happen quickly, noting that planning and implementation could take years, as well as the culture shift.
- 2) Planning and implementation is critical. Ensure that people who need to be at the table are there (teachers, students and families), as well as experts in the field.
- 3) Stakeholder engagement is critical. Make a point of creating authentic opportunities for participation.
- 4) Transparency is critical. She recommended a change to page 6 of the draft policy noting that the Board has the discretion to hire....., she recommended changing the work "may" to "shall", and suggested that the Board commit to a transparent RFP process for hiring consultants.
- 5) This Board, the new Board and the team understand that this is an umbrella concept.

Charity Anne Coldwell, an Oak Park River Forest High School student, shared that there are not a lot of non-white students in the advanced placement classes at the high school, and suggested that the reason for this is the way the students are treated in elementary school. She suggested that some of the schools are treating students wrongly. She suggested that the cost of implementing the equity policy should not be a factor.

Doris Davenport, an Oak Park resident and radio show host, thanked Dr. Kelley and DivCo for their leadership. She shared that she had lunch with Dr. Kelley when she arrived in the district, and during that meeting, Dr. Kelley talked about all of the things the equity policy is about. Davenport reminded the Board that the equity policy is nothing but words, without discipline, courage and commitment. It should not take years to make the changes. She told the Board that the very first guests on her radio show were a LGBTQ couple with a child who had special needs. They praised Irving School, but found out that it was the only school that would embrace them. Davenport recommended that teachers have a seat at the table, but only if they deserve it. Davenport said that when she interviewed students at the high school, they talked about teachers using the "N" word in the classroom. Davenport expressed concern because the District 97 teachers never spoke out against this behavior. She reminded the Board that studies have proven that students do better when they are taught by people who look like them.

Camari Bolger, an Oak Park River Forest High School student, explained that equity has been forgotten like fairness in the schools. He expressed concern because he has friends who ask for the "N word" pass. He explained that there are reasons why you do not say words like that.

PUBLIC COMMENT (Continued)

Linda Frances, an Oak Park resident, expressed disappointment that the district has not been intentional in truly preparing students to live in a diverse community, noting that it is not being done in the schools or community. She shared that there are students at the high school who are creating a curriculum because they are tired of waiting for adults to do the work. Frances explained that the change does not come naturally, it needs to be intentionally taught. She asked the Board to think about how to right the wrongs. We need to be able to say that if your child grows up in our community, they will grow up with all the tools. We need to make Oak Park the model.

SPECIAL REPORTS

SPECIAL REPORT

EQUITY POLICY DISCUSSION

Member Breymaier explained that equity is a core value, not just of our district but also of the community of Oak Park. He shared that equity is the root of our district's performance, noting that a successful school district is one that serves all of its students. By making equity central to its work, the district can ensure that all students will have an excellent educational environment in which to reach their full potential. Breymaier explained that the equity policy discussion began last year, as part of the Vision 97 4All process. At every step in this process, there has been a concerted effort to include the voices of those who are most affected by equity. Each phase has also included community engagement with input from students, teachers, district staff, parents, community members, and community organizations. Throughout this process, the district worked with local and national experts who provided insight, guidance, and support. Breymaier shared a timeline of events that culminated with this evening's review of the draft equity policy. He noted that the policy will support changing the way everyone looks at the district making equity a part of everything it does. The policy will require the district to report back and keep moving forward. There are many measures of success, and all of them have equity at the core. He explained that it is about how the district can change the process so that each child can reach their full potential.

The Board was in support of the draft equity policy. Some of the positive comments included;

- The policy does a good job of addressing racial disparities.
- The policy does a good job of balancing the areas that interact with equity.
- It was noted that this is a culmination of Dr. Kelley's efforts to address equity in a holistic manner.
- It was noted that less than two years ago, the district was on the brink of needing to let go of 100 teachers. The district was not ignoring equity at that time, but needed to maintain first.
- The policy takes a productive approach regarding intersectionality.
- The policy is a strong set of recommendations.
- The policy is nationally leading work.

The Board discussed the policy and recommended changes.

- Concern was expressed that early childhood education is not identified in the policy. Noting that a serious discussion needs to occur before a child reaches Kindergarten.
- It was noted that there is no mention of equity focused professional development for the Board, and it was suggested that the policy state that the Board will be committed to advancing their knowledge just like the staff.
- Concern was expressed about the loose language around partnering with Districts 90 and 200, suggesting that the district should think about what will happen when our students move one. It was noted that the policy does not refer to the Tri-Board on Equity Committee which already exists.
- It was noted that the policy identifies extra-curricular activities as an area of focus, but needs to include extra-academic areas as well; noting that some children are going home and working on homework along.
- Concern was expressed that the numbers around staffing are incomplete and need additional work.
- Concern was expressed that the memo implies that the district cannot achieve equity without resources. It was suggested that the Board discuss resource allocations and how to implement the policy work without funding.

EQUITY POLICY DISCUSSION (Continued)

General questions and comments for consideration included;

- Are the children getting into buildings in an equitable way?
- Are we assigning students to classes in an equitable way?
- The need to consider access to equitable teachers, struggling students should be assigned to high quality teachers.
- How do we determine what is the right amount of stakeholder engagement?

The Board reviewed each section of the policy making recommendation for changes. President Spurlock took detailed notes of this portion of the meeting. The Board members were asked to submit additional comments to President Spurlock and member Breymaier. It was agreed that this topic will be added to the February 20, 2019 Board meeting agenda with the anticipated approval of the equity policy by March 12, 2019.

STAFFING REPORT

Dr. Kelley and Laurie Campbell came to the table. They reported that the proposed staffing report is an effort to get close to the Vision for All goals for all students. Dr. Kelley explained that this report is different than the request for staffing to support the equity policy; however, some of the positions are duplicated. This request supports the needs of the schools identified through their School Improvement Plans. She noted that this request is coming to the Board earlier this year because Human Resources would like to start recruiting for these positions in a hope of recruiting more candidates of color.

The Board reviewed the document and asked Dr. Kelley to return with answers to the following questions;

- How much money would be saved by changing the class sizes?
- Are there other changes that could be considered to generate a change in the class size?
- What are our peer districts doing with class size?

Interest was expressed in continuing with the 5-year Forecast discussion, as it might have an impact on the decisions made related to staffing. It was suggested that approval of this item could be pushed to February 26, 2019.

5-YEAR FORECAST

Paul Starck-King came to the table. He reported that the 5-Year Forecast reports includes the assumptions from the fall to hire 10 full-time teachers for the 2020 school year, but does not included the transfer of the working cash funds of approximately \$6,000,000.

Board comments included;

- Noting that there will be a lot of retirees in 2020. Because of this, it was suggested that 2020 might be a good time to change class sizes and simply not hire teachers to fill the vacant positions.
- It was noted that the district received an extra \$150,000 from the state this year, and may possibly get it again next year.
- The Board was reminded that TIF will bring in revenue, but the amount has not been determined.

The administration was reminded that an amended budget needs to be approve prior to the new Board being seated.

The conversation moved back to the discussion on staffing. It was agreed that 10 additional positions would cost about \$460,000, and Dr. Kelley was asked to make a recommendation on cost savings that would cover this expense.

Concern was expressed about where the money would come from to pay for the staffing recommendations related to the equity policy. Dr. Kelley recommended using consultant fees to bring in the needed consultants next year, and focus on staffing the year after. She explained that the equity staffing list was just a general idea of what might be needed to accomplish the goal. She suggested that the Data Analyst position could be contracted.

5-YEAR FORECAST (Continued)

It was recommended that community input be requested before cuts are recommended, and that the cuts be figured out with an equity lens. Interest was expressed in funding things that are the closest to the children, and knowing which of the requests are directly tied to equity. Recruiting early was questioned, wondering if rushing to identify cuts is worth the advantage.

Confusion was expressed on how new hires that were paid for out of a one-time funding option last year are being absorbed into the budget.

Dr. Kelley was asked to return on February 20, 2019 with recommendations for \$460,000 in cuts to fund the additional 10 staff members, and an update on the budget, looking for efficiencies. Starck-King was asked to return on the same date with the 5-Year Forecast modified to include the salaries and benefits of the additional staff.

ACTION ITEMS

ACTION ITEMS

3.1.1 APPROVAL OF MINUTES FROM THE JANUARY 29, 2019 BOARD MEETING

Breymaier moved, seconded by Spatz, that the Board of Education, District 97, approve the minutes from the January 29, 2019 Board meeting as revised.

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

4.3.2 AMENDMENT TO ADMINISTRATOR’S MULTI-YEAR EMPLOYMENT CONTRACT

Spurlock moved, seconded by Datta, that the Board of Education of Oak Park District 97, approve an amendment modifying the termination date of Assistant Superintendent Laura Campbell’s multi-year employment agreement from June 30, 2019, to August 29, 2019.

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

3.2 APPROVAL OF THE CONSENT AGENDA

Breymaier moved, seconded by Broy, that the Board of Education, District 97, approve the consent agenda.

- 4.2.1 Approval of Bill List
- 4.2.2 Approval of Personnel (revised)
- 4.2.3 Disposal of Property
- 4.2.4 Acceptance of Donation
- 4.2.5 Approval of an Additional Board Meeting Date – February 20, 2019

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

4.3.3 SETTLEMENT AGREEMENT AND RELEASE

Spurlock moved, seconded by Breymaier, approve the settlement agreement and release between Vanessa Bonds and Oak Park School District 97.

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

President Spurlock reported that she will be unavailable to attend the FORC meeting scheduled for March 19, 2019. Both Members Broy and Spatz offered to attend in her place. They will talk between each other and determine who will attend this meeting.

ADJOURNMENT

There being no further business to conduct, President Spurlock declared the meeting adjourned at 11:30 p.m.

ADJOURNMENT

Board President

Board Secretary