

**Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park, Cook County, Illinois  
February 18, 2020 Meeting**

Vice President Jung called the meeting to order at 6:31 p.m.

ROLL CALL

Present: Broy, Kim, Spurlock, Breymaier, Moore, Liebl, and Kearney (arrived at 6:40 p.m.)  
Absent: None  
Also Present: Superintendent Dr. Carol Kelley, Director of Communications Amanda Siegfried, Chief Academic and Accountability Officer Eboney Lofton, Senior Director of Buildings and Grounds Jeanne Keane, Senior Director of Equity Carrie Kamm, Senior Director of Technology Michael Arensdorff, and Board Secretary Sheryl Marinier.

EXECUTIVE  
SESSION

**EXECUTIVE SESSION**

Kim moved, seconded by Moore 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), Pending Litigation 5 ILCS 120/2(C)(11) at 6:31 p.m.

Ayes: Kim, Moore, Spurlock, Breymaier, Liebl, and Broy  
Nays: None  
Absent: Kearney (arrived at 6:40 p.m.)  
Motion passed

**OPEN SESSION**

OPEN SESSION

Moore moved, seconded by Kim that the Board move into Open Session at 6:53 p.m. All members of the Board were in agreement. The Board reconvened in Open Session at 7:03 p.m.

PUBLIC  
HEARING –  
CALENDAR

**PUBLIC HEARING – CALENDAR**

Vice President Jung call the Public Hearing on the 2022 calendar to order.

Gina Herrmann reported that the Calendar committee met and drafted the 2022 calendar. They took into consideration the need to hold Institute Days on Election Days, and recommended that the district close on Indigenous Peoples' Day, and open on Veterans' Day and Pulaski Day. Additionally, the district will be closed on Presidents' Day instead of Lincoln's Birthday. She recommended a start date of August 24 for the school year, noting a delayed start due to construction needs during the summer.

Herrmann explained that the committee considered starting the school year on a day other than Monday, but chose not to make any changes to the start date. She explained that the district typically starts school after the high school, but the committee did not want to push back the date much later than August 24.

The public was invited to speak on this topic and no one expressed interest is doing so. Seeing no further comments, Vice President Jung closed the hearing.

**MAKING MY D97 BETTER AWARD**

MAKE MY D97  
BETTER  
AWARD

Amanda Siegfried introduce Tim McDonald as the winner of the Making My D97 Better Award for February. She reported that McDonald has also been instrumental in coordinating the Polar Plunge, where over 100 district employees are participating, raising over \$3,200 for Special Olympics.

**SPECIAL REPORTS****FINANCIAL AUDIT REVIEW (2019)**

Nick Cavaliere from Baker Tilly Virchow Krause, LLP came to the table. He shared four audit reports; and noted that a single audit of the IDEA program was also completed.

- Financial Statements as of June 30, 2019
- Communication to Those Charged with Governance and Management
- Annual Federal Financial compliance Report as of June 30, 2019
- Annual Financial Report (ISBE Form) as of June 30, 2019

Cavaliere noted that the reports were all reviewed by the Finance, Oversight and Review Committee (FORC) prior to presenting them to the Board. Cavaliere reported that the district's financial status is stable.

Cavaliere reported that FORC has a few questions related to the limitations of the current software program, but the district is currently looking into replacing that software platform. Cavaliere noted that the transitions period between software programs would be a good time to review current practices and make changes.

**MID-YEAR PROGRESS REPORT ON DISTRICT 97'S GOALS**

Dr. Kelley reported that the equity policy which was approved by the Board in 2019, requires a progress report, which is the purpose of this report. The report will include the metrics for each goal area and the projects that focus on each one of them. She shared a report for review and invited staff to share major initiatives that support each goal area.

**Goal Area 1- Every Oak Park District 97 student is a known, nurtured, celebrated learner**

Donna Middleton, Senior Director of Special Services, Tracy Hamm, Director of Special Services and Laura Reeves, Special Education Coordinator came to the table. They shared the National College For Teaching and Leadership's definition of inclusion as "Inclusive education is concerned with the quest for equity, social justice, participation and the realization of global citizenship. It is about the removal of barriers of discrimination and oppression and it is about the wellbeing of all learners, including students with disabilities. It is based on a positive view of difference in which student diversity is viewed as a resource. Priority is given to the pursuit of change with a strong emphasis on the importance of learning to live with one another and recognize our common humanity." They asked the Board to not think of special education as a place, but as services provided to students.

They continued by explaining that co-teaching is one avenue in achieving inclusion, noting that co-teaching;

- Leads to higher levels of achievement for those with and without disabilities
- Allows for students to be included
- Increases student engagement and instructional time
- Increases the use of individualized supports
- Decrease the student-teacher ratio
- Promotes fewer absences and referrals for disruptive behavior
- Encourages better outcomes in employment and independent living for students with disabilities
- Increases professional satisfaction
- Allows teachers to take more instructional risks

## MID-YEAR PROGRESS REPORT ON DISTRICT 97'S GOALS (Continued)

They reported that findings show that both special education and regular education students benefit from co-teaching, and they shared data that indicates that District 97 students who receive core instruction within a co-taught classroom are learning much faster than students who receive a majority of core instruction in a special education self-contained setting.

They assured the Board that co-teaching aligns with the District's vision and equity policy, noting that co-teaching provides a positive learning environment that is equitable, inclusive and focused on the whole child. Through equitable access and co-teaching, the District can provide all students with what they need to thrive and achieve at the highest possible level, and co-teaching helps to eliminate the opportunity gap between our highest and lowest achieving students.

Several teachers, parents and students were invited to address the Board and share their experiences with the co-teaching program. The teachers shared how the classroom becomes a community where they work on culture, climate and soft skills (active listening, turn taking, etc.). Co-teaching allows for teacher collaboration in an evidence based way, and is a 24/7 opportunity to work together. Co-teaching exposes all students to the same materials, and teachers can maximize out of the classroom experiences with the students who have IEPs. Parents and students shared how co-teaching helps prepare the students for high school and careers, and they shared how learning from teachers with different opinions makes them better learners. One mother shared how her son, who has been in a co-taught classroom for three years, has made huge improvement, made more friends, and feels more included. He likes being part of the class and not being pulled out. One student explained that she made a new friend because of the co-teaching classroom.

It was explained that co-teaching started at Whittier in 2017-18 (Kindergarten – fourth grade) and then expanded to Beye (Kindergarten) in 2018-19. It is now at Whittier (Kindergarten – fifth grade) and Beye (first and second grades). Next year the program will expand even more. Interest was expressed in adding an additional classroom at Beye, and Longfellow (Kindergarten – third grade) is expected to start the program as well. The plan is to expand the Beye program to include fourth grade, and to expand to Lincoln (Kindergarten – second grade) during 2021-22, with a goal of offering co-teaching classrooms from Kindergarten – fifth grades at Whittier, Beye, Longfellow and Lincoln by the 2022-23 school year.

They noted that the successes of the program include:

- Increasing co-taught classrooms in elementary across the district
- Professional development
- Achievement data
- Community interest
- Increase in Co-teaching fidelity

Barriers were identified as;

- Cost/resources
- Mindset
- Ongoing professional learning
- Engaging all stakeholders
- Time/space to create unit and lesson plans
- Scheduling

They concluded by quoting Diane Richler, Past President, Inclusion International who said; "Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about

## MID-YEAR PROGRESS REPORT ON DISTRICT 97'S GOALS (Continued)

transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone.”

Middleton explained that being strategic was key to finding the success of the program and building on it, and expressed interest in having self-contained placement in all schools. She explained that the teachers are all getting the same support and understand the expectations with the fidelity tool.

Middleton shared that the data on the program has not been broken down into racial areas yet, but she noted that African American students are over represented in special education. She explained that by moving to a more co-teaching platform, it will decrease the opportunity gap. She offered to review the percentages, but noted that the quantity of students is so small at this point, that students could be identified within the results, so she explained that because of privacy needs, the results would not be shared publically.

One Board member expressed interest in finding a way to get past the privacy issues, noting that it would be helpful to make the case to the community that this is a great investment, and being able to share statistics would be helpful in this process.

Middleton explained that the student placement in the co-taught classrooms is random at this point. She noted that the administration is cautious to ensure that each classroom is heterogeneous, and administration is included in the placement conversation. At this point, there is no mechanism in place to ensure that as many students as possible are exposed to the experience.

### Goal Area 2 – Every Oak Park District 97 student is an empowered and passionate scholar

John Hodge, Irving School Principal, Susan Mura, Irving School Assistant Principal, Parisa Asgharzadeh, Holmes School Assistant Principal, and Cheryl Sullivan Interim Principal at Mann School, came to the table with Irving School Teacher Librarian Katie Noonan, Maria Pascarella Social Worker at Holmes School, Faith Harris, first Grade Teacher at Holmes School, Linda Chrystall, Mann School Student Support Specialist, and Maddie Datz, Mann School fourth grade teacher. They shared that school-wide community building creates a positive ethos within the school. Students feel welcomed, loved, celebrated and a sense of belonging. They introduced the Nest/Stable programs that they initiated at their schools. Asgharzadeh explained that the process began three years ago when the district started the positive learning environment survey, pertaining to belonging, safety and curriculum. From the survey, the need for a sense of belonging was identified. Administration began considering ways to improve the students' sense of belonging, and found a mentor school using a model that could be adapted to meet the needs of the District 97 students.

They explained that building school community is essential because when students' social-emotional needs are met, they perform better academically. They use the PLESS survey which is given twice a year to drive what they are doing at each school. The data is reviewed and determines the focus for the year (kindness, respect, etc.).

The Holmes Hawk's Nest, the Irving Eagle's Nest and the Mann Mustang Stable were introduced. The program assigns students of different ages and demographics to an adult in the school. Once a month, these groups (Nests/stables) meet to discuss pre-determined topics. The Nests/Stables stay the same and only switch out graduating fifth graders for new Kindergarteners at the beginning of each school year. The Nests/Stables create lasting relationships; each group has a name, signals and/or handshakes to greet each other with during the school day, and encourages a sense of belonging to the group. The initiative began at Holmes School three years ago, followed by Irving School the following year, and Mann School this year.

## MID-YEAR PROGRESS REPORT ON DISTRICT 97'S GOALS (Continued)

The Nest/Stable initiatives creates additional positive relationships with adults and students, different from their own classmates and teachers. All students have access to the supports necessary to successfully engage in the nests/stables, and all students, of all abilities, are included in different nests/stables with TA support. All lessons focus on social emotional skills, allowing students time to discuss, create and connect with others.

The Holmes School PLESS Data from spring 2017 was shared indicating the following results:

- “I belong” 67 percent increased to 77 percent
- “I like this school” 76 percent increased to 83 percent
- “Students at my school are friendly” 56 percent increased to 68 percent
- “I have friends” increased from 74 percent to 89 percent
- “Students at my school treat me with respect” 51 percent increased to 65 percent

At Irving School, the “I belong” response increased from 77 percent to 82 percent, and at Mann School, increased from 72 percent to 79 percent, and the Students at my school treat me with respect” increased from 55 percent to 71 percent. Holmes School also reported a significant decrease in absences and behavior issues on Hawk Nest days.

Moving forward, the district will continue positive sharing of the Nest/Stable activities, and encourage the expansion of this framework to all District 97 schools. Hatch, Beye and possible Lincoln will start the program in the near future. Each school will need a master schedule that provides time for the program, and maintain this opportunity, which is cost neutral.

### Goal Area 3 – Every Oak Park District 97 student is a confident and persistent achiever

Carrie Kamm, Senior Director of Equity, explained that the National Board for Professional Teaching Standards was founded in 1987 to advance the quality of teaching and learning by:

- Developing high and rigorous standards by committees or content area specialists for what accomplished teachers should know and be able to do
- Tasking these same people to provide recommendations surrounding the assessments themselves
- Training teacher assessors to score assessment portfolios
- Advocating for reforms integrating Certification in American Education to recognize that teaching is a profession and to raise the profile and respect of teachers

Kamm explained that during their fourth year of teaching, teachers become eligible for the opportunity to obtain certification and become a master teacher. After certified, they can become tutors and mentors for other teachers. Earning National Board Certification impacts student learning, and give teachers an opportunity to collaborate with accomplished colleagues. It clarifies and affirms their practices and helps to change the school culture. Earning their NBCT invigorates their career and opens doors for growth. It increases their compensation, and earns professional development hours for licensure. Earning their NBCT changes their profession.

Kamm explained that the process is intensely reflective, analytical, technology intensive and collaborative. It is risky, scary and builds personal courage. It requires willingness to be vulnerable and is very time consuming. There are four components to the program, and takes two years to complete.

She explained that annually, the cohorts create cohort goals that are aligned with the District 97 vision and goals. The cohort facilitators and teacher liaisons collaborate to ensure that session content connects with the District 97 goals.

## MID-YEAR PROGRESS REPORT ON DISTRICT 97'S GOALS (Continued)

National Board Certified teacher Arnetta Thompson was celebrated. Thompson is in her 19<sup>th</sup> year of teaching, and she earned her NBCT in 2018. Thompson has held the following roles:

- Fifth grade teacher at Lincoln School
- Diversity Council, BLT
- Teach Plus Policy Fellow
- NBC JumpStart Facilitator
- IEA Teacher Leaders and National Board Outreach Committee

Thompson shared that since her certification, a lot of opportunities have come her way, and her confidence has increased drastically. Her ability to analyze data is faster and has become a much more natural process. Thompson shared that she has become a fellow and is on the committee working to retain teachers of color at the state level. She is also on an outreach committee for National Board Certified teachers.

Teachers Caroline and Seth Baker were celebrated, noting that they went through the process together and earned their NBCT in 2017. Caroline shared that she is working on getting to know the parents in her classroom by holding mini-meetings at the beginning of the school year. This gives the parents an opportunity to tell her anything they want about their student. Because of this, she has stronger relationships with the families which continues throughout the school year. She noted that having a District 97 cohort makes a big difference, and participating in the NBCT training was an amazing experience.

Seth Baker shared that because of his NBCT training, he now bases the decisions in the classroom on the specific needs of each child. He shared the importance for kids to understand why, not just how to figure something out. He explained that the certification is only good for five years, but he will be sure to renew his certification when the time comes. Baker shared that he is now serving as a reader for the NBCT candidates and as a coordinator for the Oak Park Education Foundation's Science Alliance.

Teacher Adrienne Court was celebrated. She noted that she is in her second year of her cohort, and is actually completing the process with four out of the five members in her department. Her team has rewritten the curriculum several times since they started this process. They are sending out parent surveys at the beginning of every trimester. She shared that parents have been impressed with the communications. They have been asking the students to tell them what they think they need in order to be successful. Additionally, the team is writing grants for additional funding for at-risk students.

Teacher Librarian Katie Noonan was celebrated for earning her NBCT in 2017. She shared that having the cohort in the district is amazing, and explained that the process helped her focus on teaching again. The process is very reflective, and gave her a way to become a leader in the district without becoming an administrator.

Kamm reported that the district currently has;

- 44 Nationally Board Certified Teachers
- 5 National Board cohorts
- 5 cohort facilitators (3 D97 NBCTs)
- 5(volunteer) teacher liaisons
- 55 NBC candidates
- 3 information sessions for SY21

## MID-YEAR PROGRESS REPORT ON DISTRICT 97'S GOALS (Continued)

Kamm asked that the Board continue to approve funding for this initiative, and continue to acknowledge the efforts of the NBCT to grow in their practice through a rigorous certification process.

Kamm offered to update the Board on the demographics of the NBCT teachers. Shen noted that the district will soon be at a point when it needs to evaluate how the NBCT teachers' skills are being utilized, and consider what each teacher wants for their career path.

Board comments included suggesting that leader positions be considered for NBCT teachers when discussing the next teacher contract. Interest was expressed in knowing more about the skills they are gaining, how they are infusing that knowledge into the schools, and assurance that the investment is being shared with the district.

### Goal Area 4 – Every Oak Park District 97 student is a creative thinker and global citizen

Christiana Harrington and Jennifer DeBruin came to the table. They explained that the International Baccalaureate philosophy aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. They noted that the IB vision overlaps with the District 97 vision.

They explained that they work with the middle school students using town hall meetings and student surveys to gain feedback on how the process is going. IB teaches from big ideas and concepts for students to find a hook, so they have a connection to the materials. They explained that the units are living documents that are always being improved, and always building out on the "learning to learn skills".

They explained that District 97 chose to pursue IB for several reasons;

- Alignment between middle schools
- Consistent teaching philosophy
- Grounded in best practices
- Increased teacher collaboration
- Global perspectives
- International Mindedness

They explained how the schools are different because of IB, noting that the Middle Schools now have a dedicated collaboration time twice per week for teachers teaching the same class. There is a consistent philosophy and approach to teaching and learning for both schools, all departments, and all three grade levels. The focus is on building personal understanding through authentic, real-world experiences, and conceptual understanding. The written curriculum in the form of scope and sequence and unit plans includes common themes, assessments and learning experiences. Students clearly know what the expectations are for each unit, and determine what is passionate for them, and get 12 weeks to work on that. IB focuses on an intercultural understanding and respect, and gives the students skills to navigate today's world.

## MID-YEAR PROGRESS REPORT ON DISTRICT 97'S GOALS (Continued)

IB supports rigorous performance based assessments. Students demonstrate their learning in different ways, by thinking about what people would do with this information in the real world. The IB rubric provides clear and detailed feedback for the students.

They explained that in order for the schools to continue the IB program, they need to be evaluated every five years. The International Baccalaureate Organization provide the schools with feedback for continual improvement related to the 70 plus IB standards and practices. District 97 is currently in the evaluation process and should receive the final report during the summer of 2020. The schools will continue to grow, reflect, expand and build in accountability measures.

Board comments included interest in knowing the progress of special education students gaining access to all aspects of IB, and interest was expressed in seeing student reported feedback on how they feel about the program.

### **PUBLIC COMMENT**

PUBLIC  
COMMENT

Munirah Curtis, a parent of a special needs students expressed appreciation to the district for the efforts toward co-taught classrooms. She noted that co-taught classrooms support inclusion. She shared that her son has Downs Syndrome and she is seeing him as a thriving citizen. She said that the co-taught classroom is a place that teaches him how to survive in this world, where a separate special education classroom would teach him that he belongs separate. He is now part of the school environment, which is a very important thing. Curtis noted that the summer Extended School Year (ESY) program is not inclusive yet, and suggested that the district work on making that a reality. Curtis concluded by saying that the special education department is wonderful.

Lisa Peloquin, a mother of two Lincoln students, shared that she has heard twice that a student is thinking about killing himself. She shared a petition with 300 signatures asking for the district to take action now. She told the Board that it is important that every student who needs a social worker, has one available, and suggested that the school should be staffed appropriately for the large number of students. She acknowledged the efforts of teachers, noting that they are doing the best they can with the resources that they have. She requested a post mortem to determine why the school has had four leaders in the last four years. She asked the Board to make the superintendent accountable, and recommended that a professional analysis be completed by an experienced third party. Peloquin told the Board that until the district gets to the bottom of this, no principal will be successful. She told the Board that the community needs action now, as this is a crisis, and asked for a response.

Meghann Moses, a parent of two children at Lincoln School shared that she is feeling frustrated and left out. She told the Board that the district is performing an after action protocol, but she does not know what that is. She asked the Board to explain the goals of the protocol, to tell her who was invited to participate, and what the results are. She expressed the need to keep the Lincoln community informed of the process, and asked the Board to implement all of the requested identified this evening.

Charlene Schwar, explained that she has been part of the Lincoln School community for a very long time, as her oldest child is now 44 years old. She explained that the school had been down in the past, but was brought up, and now she is in dismay and wanted to speak on behalf of the older community members. She told the Board that if the situation at Lincoln school does not change, the cost of the homes in the area will go down. She encouraged the Board to review everything. Schwar concluded by asking for explanations of the acronyms used in the reports, and asked for things to be explained more clearly.

Makesha Flornoy complimented the co-teaching efforts, noting that the initiative aligns with the district's goals. She acknowledged the social emotional pieces, noting that her daughter has been in a co-taught



**PUBLIC COMMENT** (Continued)

classroom for years and loves it. In reviewing the data, Flornoy noted that the district’s report is still lacking in analytical prowess. The scores of the African American students are still too low, and encouraged the Board to pay more attention to the data points that are aligned with the equity policy. She acknowledged the effort made to the engagement component of the equity plan. Flornoy suggested that the district is missing the opportunity to meet parents where they are (in their homes), and asked the Board to consider live streaming the Board meetings. She reminded the Board that the Racial Equity Impact Assessment Tool (REAI) is part of the equity policy and needs to be shared with the community.

Dr. Kelley noted that the racial equity tool that the district is using will be modeled based on an analysis that the Gifted and Talented (GTD) teachers are using on March 17.

**ACTION ITEMS**

ACTION ITEMS

**5.1.1 APPROVAL OF REVISED MINUTES FROM THE FEBRUARY 3, 2020 SPECIAL BOARD MEETING**

Moore moved, seconded by Breymaier, that the Board of Education, District 97, approve the revised minutes from the February 3, 2020 special Board meeting.

Ayes: Breymaier, Kim, Kearney, Spurlock, Liebl, and Broy  
Nays: None  
Abstain: Moore  
Motion passed.

**5.1.2 APPROVAL OF MINUTES FROM THE FEBRUARY 4, 2020 BOARD MEETING**

Kim moved, seconded by Kearney, that the Board of Education, District 97, approve the minutes from the February 4, 2020 Board meeting.

Ayes: Kim, Kearney, Spurlock, Liebl, Breymaier, Moore, and Broy  
Nays: None  
Motion passed.

**5.2 APPROVAL OF THE CONSENT AGENDA**

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

- 5.2.1 Approval of Bill List
- 5.2.2 Personnel
- 5.2.3 Approval of Draft 2021-2022 District Calendar
- 5.2.4 Acceptance of Donation – Holmes School

Ayes: Spurlock, Breymaier, Broy, Kearney, Moore, Liebl, and Kim  
Nays: None  
Absent: None  
Motion passed.

**5.3.1 APPROVAL OF SUMMER WORK BIDS**

Breymaier moved, seconded by Kim, that the Board of Education, District 97, approve the summer 2020 work bids that were presented on February 4, 2020.

Ayes: Breymaier, Kim, Spurlock, Broy, Kearney, Moore, and Liebl  
Nays: None

Absent: None  
Motion passed.

**5.3.2 ACCEPTANCE OF FISCAL YEAR 2019 AUDIT**

Spurlock moved, seconded by Moore, that the Board of Education, District 97, accept the Fiscal Year 2019 audit reports as presented and as prepared by the auditing firm of Baker Tilly Virchow Krause, LLP.

Ayes: Spurlock, Moore, Broy, Kearney, Breymaier, Liebl, and Kim  
Nays: None  
Absent: None  
Motion passed.

**5.3.3 RESOLUTION ABATING THE TAX HERETOFORE LEVIED FOR THE YEAR 2019 TO PAY DEBT SERVICE ON THE OUTSTANDING GENERAL OBLIGATION LIMITED TAX SCHOOL BONDS, SERIES 2016, OF SCHOOL DISTRICT NUMBER 97, COOK COUNTY, ILLINOIS**

Kim moved, seconded by Moore, that the Board of Education, District 97, approve the attached resolution abating the tax heretofore levied for the year 2019 to pay debt service on the outstanding General Obligation Limited Tax School Bonds, Series 2016, of School District Number 97, Cook County, Illinois.

Ayes: Kim, Moore, Spurlock, Broy, Kearney, Breymaier, and Liebl  
Nays: None  
Absent: None  
Motion passed.

**ADMINISTRATIVE ITEMS**

ADMINISTRATIVE ITEMS

**ERATE**

Michael Arensdorff reported that the contract for the Wide Area Network (WAN) system has been signed by the Village and sent it to the vendor with an expectation that the project will be completed by December 2020. Arensdorff noted the need for a one-year contract with Comcast to bridge the district until the WAN system is available.

Arensdorff reported that he will know by tomorrow if the district will receive grant funding to support technology. He will update the Board on the status in the Friday update.

He told the Board that a summer bid for the PA system came in. He will add the information on this item to the March 17 agenda.

**SY21 STAFFING**

This item was tabled until March 17.

**DONATION – IRVING SCHOOL**

Jeanne Keane told the Board that a family within the community would like to donate 12 ukuleles to Irving School for use by students who cannot afford their own. This item will return to the Board for action on March 17.

## **BOARD ASSIGNMENTS**

BOARD ASSIGNMENTS

STANDING BOARD COMMITTEE LIAISON REPORT FOLLOW UP (as needed – FAC, FORC, CCE and CLAIM)

Committee for Community Engagement (CCE)

Members Breymaier and Moore reported that they asked the committee a lot of questions about best practices and the committee will review them and share their recommendations. The committee talked about how to share information regarding the upcoming transportation bids (RFP this spring), and how to make those communications clear.

It was reported that the committee wants to participate in more brainstorming sessions. It was suggested that the committee be asked to share suggestions on best practices, tips, etc. for the Lincoln town hall.

The committee also talked about having individual Board members address the committee when they have specific needs related to committee work other than CCE.

CLAIM

It was reported that the CLAIM committee meeting was rescheduled. The committee has been talking about data sharing legislation with District 200, so that the two districts could share data like a unit district. ED-RED is interested in helping to move the recommendation to the state government. The committee will reach out to peer districts and ask them if they would be interested in participating. It was noted that CLAIM members can sit in on an ED-RED sub-committee.

INTERGOVERNMENTAL LIAISON REPORT FOLLOW UP (as needed – IGOV, PTO council, CEC, OPEF, Community Council, Tri-Board on Equity, Policy, and Self-Evaluation)

Community Council

It was reported that the Community Council held a meeting last week. They talked about pathways to careers and how they are trying to improve their pathways. It was noted that the high school has so many ways to introduce students to different fields, but they do not have a pathway to success. The members of the council talked about a way to bring more order to that and meet state expectations. It was suggested that District 97 think about how to support the eighth graders in this area, and expose the students to financial literacy.

Collaboration for Early Childhood (CEC)

It was reported that this group is meeting tomorrow evening.

## **CONCLUDING ITEMS**

CONCLUDING ITEMS

BOARD REMARKS

Member Liebl shared that she chaperoned her son's recent eighth grade trip, and noted that it was a great experience and very well organized.

A conversation took place regarding the Mid-Year report. Dr. Kelley explained that the report of 20 percent of staff trained in restorative practices associated with Goal 2, was based on the roles that are going through training this year. She noted that the percentage is not 100 percent because of the time constraints dictated by the Teachers' contract. She explained that student support specialists, assistant principals, and some teachers have moved out of roles. For staff who is ready to go deep into restorative practices. She noted that the district recently held a full-day training on restorative practices, and that the Group is very interested in doing a professional development session with the Board.

### **CONCLUDING ITEMS** (Continued)

It was suggested that the limited two days for Institute Days might be a problem, and interest was expressed in knowing if the teachers feel the same way. Dr. Kelley noted that the student day was lengthened in the last contract, which also takes away from the time available for teacher professional development.

Interest was expressed in seeing the professional development budget for the district. Dr. Kelley explained that each school has its own budget line for professional development and a query would need to be run to create such a list. She offered to ask Rob Grossi to pursue this request.

The lack of growth of African American students and Free and Reduced lunch students in reading and mathematics was noted, and interest was expressed in understanding what might be preventing growth in these areas. Dr. Kelley explained that the data does not surprise her based on what she knows about the adult practices. She expressed the need for a conversation regarding this. Concern was expressed by a Board member who noted the efforts made by the district in this area. He questioned if the teachers understand their students, and questioned if the district might have a problem with teachers not being able to teach students of color. Another Board member suggested that the growth data tells a different story, and suggested that it takes a lot of work for a student to grow 1.5 years. She pointed out that the data indicates that the Tier 2 and 3 students are leaping ahead. Dr. Kelley noted that the equity policy requires a long-term plan to address this issue. She suggested returning to the Board with data that would identify the conditions that would need to be dismantled in order to see growth for the African American and Free and Reduced student population. She noted the need for support in this area for the school leaders.

Interest was expressed in knowing if the outcomes are different between classrooms that are making intentional changes in this area, and classrooms that are not.

One Board member expressed disappointment that the presentation did not address discipline and academic rigor. Another Board member expressed interest in hearing about the difficulties the teachers are having with the implementation of the program, how the district is supporting the teachers more than in the past, and how the principals are being evaluated. She expressed interest in knowing how often Dr. Kelley visits the schools, and asked for a deeper dive into the data on adult practices, and African American student achievement.

One Board member was impressed with the National Board Certified teacher (NBCT) who are remaining in the classroom. Kamm explained that one of the NBC teachers is part of an Ad Hoc committee working on hiring and retaining more teachers of color.

Another Board member expressed interest in hearing more about the staffing allocations at the schools, noting a concern shared by parents that Lincoln School needs more support. He expressed interest in seeing an analysis across the district to ensure that the support is equitable. Dr. Kelley assured the Board that a staffing report is shared with the Board annually, and reminded them that during the last two years, the focus was on social workers. She supported the concerns for more staffing, noting that everything cannot be brought to the Board at one time.

Present Broy offered to share the report that identified the staffing needs with the Board, noting that the goal was based on attendance, so the larger schools would have more resources.

It was noted that Michelle Mangan, a member of the district's Finance Oversight and Review (FORC) committee is the co-creator of the Evidence Based Funding Tool.

AGENDA MAINTENANCE

The draft agendas for the March 17, 2020 meeting was reviewed and recommendations were made.

**ADJOURNMENT**

There being no further business to conduct, Vice President Jung declared the meeting adjourned at 10:41 p.m.

ADJOURNMENT

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Board President

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Board Secretary