

Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park  
September 28, 2021 Regular Meeting

This meeting was held in-person and virtually using Zoom 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 7:03 p.m.

ROLL CALL

Present: Kim, Moore, Kearney, Spurlock, Ross Dribin, Hurd Johnson

Absent:

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 Curriculum, Instruction & Assessment Tawanda Lawrence, Senior Director of Buildings & Grounds Jeanne Keane, Security and School Safety Manager Jim Hackett, Shyla Kinhal, Oak Park Director of Public Health Dr. Theresa Chapple, and Lonya Boose Board Secretary.

EXECUTIVE SESSION

EXECUTIVE  
SESSION

Spurlock moved, seconded by Hurd Johnson 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 6:09 p.m.

OPEN SESSION

OPEN SESSION

President Kim motioned that the Board move into Open Session at 7:03 p.m. All present members of the Board were in agreement. The Board convened in Open Session at 7:05 p.m.

PUBLIC COMMENT

PUBLIC  
COMMENT

Hello,

The purpose of this public comment isn't to suggest our schools do not have the safety of our children at the forefront, or that they should not have testing in the schools. It is to share our recent personal experience and to bring attention to the fact the current D97 plan needs improvement as it does not provide an option for confirmatory testing, or a plan for testing that would allow the children a way back into the school if they received multiple negative tests combined with being asymptomatic... Also, for context, we are fully vaccinated and embrace science and the medical community.

Our 10-year-old was quarantined for the full 10 days due to a positive SHIELD test in school which we believe was a false positive. This test has impacted half of the class as well as several D90 students.

After the "positive" SHIELD test, we subsequently received 3 negative PCR tests. Additionally, our son, our entire family and friends that had outside exposure all tested negative and were asymptomatic.

We spent a significant amount of time also talking to medical professionals to understand Shield testing and the likelihood of a positive test and then less than 24 hours later have a negative PCR test without the Shield test being a false positive. It would be rare for this to be the case.

One of the questions we had asked Dr. Chapple was what the procedure was for identifying false positives. She said they did not have a policy in place for that. This is concerning.

The real equity issue here is for the children that tested negative to be in a 14 day quarantine which is unnecessary. COVID testing is free and available to ALL. We can't think of anything more equitable than that. Do you need health insurance? No. Does it cost anything? No.

Is anyone prevented from accessing a test based on their income, race, gender or sexual orientation? No. Simply put, if the priority is to have kids in school as much as possible safely, you need to work in conjunction with the OPHD to make changes to the existing policies to include confirmatory testing to determine appropriate quarantine duration, as well as provide a protocol to address false positives. From our personal experience, you had 14 children quarantined (across D97 and D90), a scenario where parents now need to take unpaid leaves from work to stay with their children, and the potential loss of income for families that cannot afford... all while their children are healthy and are not at risk of spreading Covid to others.

We were also told by the school district they were not aware of any district or organization that is offering confirmatory testing. please see a link to the Wilmette school district where they lay out their "test to stay" protocol which allows for students to end a quarantine based on confirmatory negative tests. [http://wilmette39.ss9.sharpschool.com/.../2020-2021.../c\\_o\\_v\\_i\\_d-19\\_testing](http://wilmette39.ss9.sharpschool.com/.../2020-2021.../c_o_v_i_d-19_testing) Once again, we urge the D97 School Board, Administration and OPHD to revisit their policies and develop plans/protocols for false positives, and to add confirmatory testing to determine appropriate quarantine duration. Please be open to change. Please be open to science. Please be open to common sense.

Thank you,  
Carolyn and Steve Goldhaber

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To: District 97 Board of Education

From: Heather and Chris Guido, parents of a Hatch 5th grader

Our child is in the Hatch 5th grade class that had the false-positive case on September 13. Half of the class was deemed close-contacts and approximately 10 students were put into 14-day quarantine. Confirmatory testing of the false positive was not, at first, accepted. The Oak Park Director of Public Health did permit the students to return to class a day early, on Friday, September 24.

In the case of the false positive, current flawed protocol exposes serious unnecessary inequities such as, (1) Students are sent home on short notice for quarantine, and some families cannot adapt to find childcare (2) Students with IEPs are dropped out of their routine and miss services they are required to have (3) Students are sent home without a solid plan for quarantine learning; listening to zoom audio is not a solid plan (4) The district is neither supplying, nor accepting, confirmatory testing. Students without access to resources may be unable to access testing outside of the district.

It would benefit families if District 97 could offer a second confirmatory test. Through this process, we have learned that the Oak Park Director of Public Health is responsible for the protocol. We have expressed our support for the adoption of measures that will modify current protocol to (1) Acknowledge false positive SHIELD testing and (2) Add confirmatory testing to determine appropriate quarantine duration. Upon receiving notice of a positive result from the initial weekly SHIELD test, it would benefit

families if the district could provide confirmatory testing or, at least, information where to go for free confirmatory testing that will be accepted by District 97 and the Oak Park Health Department.

We request the district re-consider the 10-day option for close contacts. We have learned that District 97 can choose one of two quarantine options for close contacts, as laid out by the Oak Park Director of Public Health. They are, (1) 14-day quarantine, with no testing or (2) 10-day quarantine, with test-back-in. The 14-day quarantine, which is 10 days of lost learning, versus the 10-day quarantine, which is 6-8 days of lost learning (depending whether there are 2 weekends in the calculation), is a difference of 2-4 days of lost learning. If we multiply that times 10 students, that statistic climbs to an additional 20-40 days of cumulative lost learning for a 14-day quarantine. If we multiply that across all students in the district in quarantine, which was over 100 this week, that number spikes to an additional 200-400 cumulative days of lost learning for a 14-day quarantine versus a 10-day quarantine. Suffice it to say, parents don't need statistics. Our healthy students will benefit from a change to a 10-day quarantine with more days in school.

We request District 97 pro-actively evaluate the viability of the Illinois Test-to-Stay Program for healthy close-contact students. We have learned that the Oak Park Director of Public Health does not currently permit the third option put forward by the State of Illinois and the CDC, called "test-to-stay." Through this program the state furnishes tests, then schools test close-contact students on a set schedule for 7 days while keeping them in class. We ask the district to be prepared with a sustainable, long-term solution to keep healthy students in class that acknowledges: (1) that our community will be dealing with this virus for years, not months, to come; (2) that even after vaccinations are widely available to under age 12, there may be a small population of unvaccinated students; (3) that longer term, the vaccination efficacy may wear off or variants may break through, exposing vaccinated students. We urge the District 97 administration and board to firmly and vocally advocate for keeping healthy students in school. We support that. We understand that it is the role of the Oak Park Director of Public Health, with regard to Covid-19, to prevent serious illness and death. As parents, we expect District 97 to support the mission of the Health Department. However, we feel that it is the role of the District 97 superintendent(s) to advocate, high-level and with the Village of Oak Park, to keep healthy students in school and this can - and should - become a high, if not the highest, priority of the board and administration.

Following are considerations that should be given weight in these discussions and decisions: (1) We are applying high-level covid risk management throughout the district through four risk-mitigation strategies, in addition to weekly SHIELD testing. (2) As an Oak Park community, we are responding to covid risk management at a high level and our community vaccination rate is at a high level. (3) Free testing is widely available. (4) Data being gathered on the academic impact of lost learning days are not looking good. (5) The mental health of students, parents/caregivers, and teachers may be suffering during this period of instability and change. (6) Remote learning is largely unsuccessful, when compared to in-person learning, and District 97 has no plan to reinstate or improve remote learning.

We appreciate the fact that all of this is constantly evolving and that some of it is complicated. As we all muddle through, we know that parent perspectives will help guide your future decision-making. Thanks for listening.

Heather and Chris Guido

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I am requesting an end to all COVID mitigation protocols.

The damage these restrictions have caused far outweigh any threat from COVID. School has become a physically, spiritually, and emotionally unsafe place for our children, and the repercussions are well

documented. They have been made to feel that the world is dangerous and have made them afraid of other people. Wearing masks for 6-8 hours a day (recesses included), social distancing, contact tracing, the zoning of the playground, the strict eat-lunch-in-alternating-rows-facing-forward while watching a video (really?), the double masking for chorus, the masked playing of instruments (and removal of the flute!), and SHIELD testing have created an epidemic of anxiety, depression, and fear in our children. It must stop. None of this was necessary, and the data and science prove it.

- The CDC [found](#) that mental health-related emergency room visits increased 31% in 2020 for children between the ages of 12 and 17 from March to October, compared to the same period in 2019.
- Ironically, in May 2020, the CDC [released](#) a scientific study on Nonpharmaceutical Measures for Pandemic Influenza in Nonhealthcare Settings – Personal Protective and Environmental Measures, Emerging Infectious Diseases, clearly stating, “In our systematic review, we identified 10 [Randomly Controlled Trials] that reported estimates of the effectiveness of face masks in reducing laboratory-confirmed influenza virus infections in the community from literature published during 1946–July 27, 2018. In pooled analysis, we found no significant reduction in influenza transmission with the use of face masks.” Yet, the CDC still pushes the masks.
- While the masks serve no level of protection, scientific studies [show](#) that they lower oxygen levels in the blood while raising carbon dioxide levels, affect respiratory physiology function, actually trap exhaled viral pathogens which increases the severity of viral load, they collect and colonize viruses and bacteria, are dangerous for those with asthma or other respiratory issues, and are a major threat to a child’s development due to anxiety, sleep problems, and creating a fear of germs.
- We know that that there has been an increase in high school suicides since all of these restrictions were put in place and children’s lives were stripped away. Even the CDC Director Robert Redfield stated that “we’re seeing, sadly, far greater suicides now than we are deaths from COVID,” and that was at four months into these unnecessary, fear-pushing mandates. In Fresno, CA alone, the suicide rate [jumped](#) 70% in June 2020 compared to the same month the previous year.
- The CDC has also [reported](#) that suicide is the second leading cause of death in people 10-34, and increased 33% between 1999 and 2019. Knowing this, and the fact that millions of children are suffering from anxiety and depression, and knowing the transmission and fatality statistics of COVID in children, does it seem like the best decision to make our children wear a face mask for 6-8 hours a day, separate them from their friends, and remove healthy athletic activities?
- Our kids are all getting together outside of school and playing together as kids do, while not wearing masks. Then they come here and are forced to wear them? It serves no purpose. It doesn’t protect them, it only harms them. None of this is based in logic or science.
- For the sake of our children’s well being, we want all restrictions removed immediately, including masks, social distancing, SHIELD testing, plexiglass dividers, contact tracing, playground zones and musical instrument options and want all extracurricular activities and classrooms to return to normal.
- Arkansas, Iowa, Florida, and Texas have all [passed laws](#) that prevent cities, counties and school districts from mandating masks because they have followed the data and the science, as all of you should be doing here.
- Last year, the homeschooling rate quadrupled in this country. The longer you enforce these unhealthy restrictions, the fewer students will remain in public schools.

Thank you, board members, for your service. In appreciation,

Karen Thomas,  
Mother of 4th grader at Longfellow

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As it pertains to Covid-19 mitigation protocols in our elementary schools, particularly Longfellow where my son attends, are you willing to consider other sources of data-points regarding Covid-19, particularly the spread, efficacy of masks, and treatment options?

The following information is from Dr. Peter McCullough, medical expert in Covid-19 response and research. <https://www.truthforhealth.org/the-mccullough-report/>

There are multiple publications showing that there is no significant spread of Covid-19 from asymptomatic individuals to others. IF it happens at all, it is less than 1% of spread. There are significant and robust ways to treat Covid-19 from home. Children at the elementary school age level are not getting significantly sick, on a large-scale, which has been evidenced for a long time now. There are no significant cases of school outbreaks of Covid-19. Mask-wearing has been shown as largely ineffective against the spread of Covid-19.

Here are some questions to please consider:

Ascension school here in Oak Park allows children to mingle among classes when at recess. Why don't we? Can we please change this policy?

Indian Prairie School District 204 does NOT require masks for elementary children when outside during recess. I'm told we do this for contact tracing purposes. This is unacceptable. Can you please consider changing this policy?

Indian Prairie School District 204 does NOT restrict mingling of classes or grades when outside during recess. I'm told we do this for contact tracing purposes. This is unacceptable. Can you please consider changing this policy?

Will you please remove ALL mask mandates at our elementary schools, particularly Longfellow school?

Will you please allow children to play together at recess outside with no mask requirements?

Will you please allow children to mingle together among different classes, and grades?

Will you please allow more free movement in-class, for the mental/physical/emotional well-being of the children?

We have an intense, restrictive mitigation protocol in place for children, when children are not at any significant risk for serious illness, and when asymptomatic kids cannot spread the virus. They are suffering because of this, emotionally, mentally, behaviorally and physically.

Thank you kindly for your time and consideration. I do understand and acknowledge that these decisions are unprecedented and very difficult. My goal is to offer you other information to seriously consider when examining our Covid-19 mitigation protocols for the well-being of the children, particularly my son.

Thanks, Rich Fobes

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What is the full amount and payment schedule of U.S. federal Covid funds collected by District 97 to date and what specific federal requirements come with accepting these funds?

What portion of these funds are allocated to teachers directly or indirectly in addition to their normal pay and for what purposes?

How much is allocated per student?

Bradley Williams

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Dear School Board Members,

In the latest COVID report released by the Village last week, 25 of Oak Park's 60 new cases (42%) were in children too young to be vaccinated. Nearly half (47%) of the Village's new cases were of residents 19 and younger. Residents 19 and younger have made up the highest number of new COVID-19 cases in Oak Park for the last four consecutive weeks. Since August 25th, the first day of school for D97, the number of new COVID cases in Oak Park's youth has quadrupled.

To quote the Village's report, "We need to be diligent in controlling COVID-19 transmission within this [19 and younger] group to suppress the growth in cases and keep schools and daycares open."

In light of this, I wanted to express my support of this board and its collaboration with the health department. As long as the community continues to remain in high transmission, relaxing the quarantine rules for our schools should not be on the table. I understand that the current 14 day quarantine is a burden on parents, and this is an opportunity to partner with the other government bodies in this village to ease that burden. If we hope to keep schools open, quarantines are a necessary mitigation to ensure that we can break the transmission chain.

I also wanted to advocate for the use of CO2 monitors either on a permanent or rotational basis across classrooms and buildings. Especially as we start to enter the colder months and people are inside more, it will be critical to ensure that we are sufficiently ventilating our classrooms. High levels of CO2 can cause drowsiness, fatigue, poor decision making and headaches. Additionally, high CO2 levels are also an indication of poor or inadequate ventilation.

Regular testing with CO2 monitors will ensure that all classrooms are adequately ventilated. Regardless of the pandemic, good indoor air quality will ensure strong respiratory health for our children.

Thank you for your continued service.

Regards,

Ranga Bodla Parent of Two Holmes Hawks

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Hello,

My name is Nancy Kalinowski. I felt the need to make a public comment at this meeting because of the impact the current covid testing and quarantine protocols had on our family and others last week. At the heart of the policies, I do believe they were implemented to help reduce any potential spread and outbreak among students. However, the incident last week made the shortcomings of the program painfully clear. Instead of identifying and removing a student with covid, perfectly healthy students who comprised half

of a fifth grade class were asked to stay home for 14 days. Repeated testing proved that the student who tested positive was in fact, a false positive and students were invited to return after 9 days instead of 14. The students in question were not provided with an adequate learning program. The “window into the classroom” that is offered to quarantined students is dismal. If students are 100% independent or fortunate enough to have someone to supervise them, they can zoom in to 2.5 hours of passive instruction with no opportunity to engage or participate. There are no follow ups to lessons to ensure learning is happening. I recognize the challenges from the district’s perspective to offer a quality remote program, which is another reason we should avoid quarantining students at all costs.

I understand the need to keep the students and families in our community safe and I absolutely support the shield testing program. But the way it is being used is having the opposite of its intended effect and ultimately, our kids are paying the price. If students are tested to identify positive cases, then close contacts can and should be further tested to determine possible spread without completely disrupting their learning and routines. Identifying close contacts is another questionable practice. Our teachers are already over-tasked with trying to uphold the mitigation efforts in school. Asking them to manage another task completely unrelated to their actual jobs is unreasonable. Close contacts are identified as students who have been within a certain distance of the infected students for a cumulative total of 15 min over a 24 hour period. How can teachers reliably do this in addition to their responsibilities? What if they miss a maskless conversation exchange? How can they be so sure some students are close contacts while others are not? This is another arbitrary component of District 97’s flawed testing and quarantine protocol. Many other communities in Cook County have already successfully implemented a “test to stay” model of testing. It provides testing to those students identified as close contacts (usually the entire class) on days 1, 3, 5, and 7 and allows them to remain in school as long as the tests are negative. Students and their families are not thrown into the chaotic process of shifting to remote learning and all that entails unless absolutely necessary. This is a critical issue and deserves allocation of covid relief resources and re-allocation of district funds to support our students NOW.

D97’s program is (mis)guided, not mandated by CDC or IDPH guidelines. District 97 was successful in preventing outbreaks last year without the shield testing in place. How much more can we improve on that? What is the real aim of the testing program? So far it’s served the purpose of removing students from school which is contrary to the environment of equity we strive for. I implore you to adjust the testing and quarantine program in place so that other families are not unnecessarily quarantined (including all of the subsequent negative impacts which accompany that including parents' loss of income and/or taking time off, students’ loss of learning, disengagement, etc). There must be a process for confirmatory testing for the next false positive that will inevitably occur and an adjustment to the shield testing program where it is used not just to exclude students but to keep them IN SCHOOL. After all, isn’t this what we all ultimately want?

Thank you.

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D97 Board Members and Superintendents,

I am writing today in support of Kerri Joy to fill the open school board position. I have come to know Kerri over the course of the pandemic through mutual friends. In the time we've known each other, she has been engaged and knowledgeable about district issues, both COVID and non-COVID. She has deep roots in this community and a wide network that encompasses families of all types with kids of all ages and stages and at every school in the district. Her knowledge and love of Oak Park would be a tremendous asset to the board. I know Kerri to be incredibly thoughtful and willing to hear different perspectives and points of view and to change her own when presented with new information and ideas. She would be a wonderful addition to the board. Thank you all for your time and consideration.

Mara Maas  
Mom of three D97 students and one D97 alum

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Dear D97 Board Members, Administration, and the public community,

We are writing to recommend Kerri Joy for the current opening on the school board. Over the last eight years that we have known Kerri, she has shown herself to be dedicated, compassionate, creative, and resilient in both her personal and professional lives. She is an excellent communicator and knowledgeable about learning styles, equity, inclusion, and diversity. As a mother of a kindergartener and second grader at Lincoln and a third child who will become a Lincoln Lion in a few years, she knows that children learn in different ways, and we know that she will advocate for what is best for every individual student in our community. Having returned to Oak Park, Kerri has a tremendous passion for the village that raised her, but she is also aware that looking outward towards other communities could help strengthen the educational experiences offered in Oak Park. She is a tireless planner who will not rest until she feels that the best outcomes have been achieved.

We are honored to have her as a friend, and we believe she would make an excellent choice to serve among you on the District 97 school board.

Sincerely,  
Kyle and Courtney Perry

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Hello, D97 Board Members-

I hope you and your families are healthy and well! Thanks for all of your ongoing efforts to provide a superior educational experience for all students in Oak Park. I am writing you today to advocate for and wholeheartedly support Kerri Joy for the open board member position.

I know Kerri would be a tremendous asset to the board as a level-headed but effective communicator. Covid and its impact exacerbated tensions in our village in many different arenas, but Kerri's articulate communication with members of our community always focused on creating solutions rather than assigning blame, and she consistently challenged others to be mindful of not making any school-related issues personal. She always led her clear, thoughtful communication with the board and D97 leadership with thanks and acknowledgment of their hard work - she sees the human in everyone and truly leads by example. She would represent the board well in interactions and communication with D97 leadership and members of the community.

Kerri is a self-aware leader that understands that there will always be experiences and opinions different from her own and is intentional about seeking out and considering other perspectives. Kerri and I don't agree on everything but I'm confident that she will make decisions that impact our community only after actively pursuing different vantage points and getting a full understanding of the impact those decisions will have on Oak Park families. Since Kerri is from Oak Park she has connections in this community that are deep and wide - she has many friends, colleagues and acquaintances that live throughout Oak Park and whose children attend schools across the village. This level of connectedness would make Kerri a valuable resource to the board and help bring the board closer to the families that it serves.

I support Kerri for many reasons: because I know and trust her upstanding character, because she will be a calm but assertive presence on the board, because she has young elementary children and will be able to provide first-hand experience with some of the challenges these youngest learners face, but I mostly



support Kerri Joy for the open board position because I know she loves Oak Park and is passionate about our schools.

Thank you for your consideration. Take care!

Best, Erin Connor

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Hi there,

I would like to recommend Kerri Joy for school board for the following reasons:

- has passion and love for the Lincoln community and all D97 students
- very welcoming and approachable
- a great problem solver and creative thinker.

She would be a true asset to the school community and to the board.

Thank you!  
Jackie Castaneda

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## **ACTION ITEMS**

### **4.1 APPROVAL OF THE CONSENT AGENDA**

Spurlock moved, seconded by Kearney 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 September 14, 2021 Board Meeting
- 4.1.2 Bill List
- 4.1.3 Personnel
- 4.1.4 Approval of Surety Bonds and Public Officials Bonds
- 4.1.5 Approval of Hire – Certified Nursing Assistants (CNA)
- 4.1.6 Approval of Repayment Terms : Employee Overpayment
- 4.1.7 Mandated Vaccination Agreement - SEIU

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

Nays: None

Absent: None

Motion passed.

### **4.2 Discussion and Action**

#### **4.2.1 Board Vacancy: Appointment to the Board through April 2023**

Kearney moved, seconded by Ross Dribin that the Board of Education of Oak Park Elementary School District 97, moves to appoint Shyla Kinhal to fill the vacant seat on the board for the remainder of the term that concludes in April 2023.

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

Nays: None

Absent: None

Motion passed.

**ADMINISTRATIVE ITEMS****5.1 Policy First Read: 3-Year and 5-Year Review (action 10/12/2021)**

**2:10 School District Governance:** The policy, Legal References and footnotes are updated in response to a five-year review. The policy and footnote 4 are updated to reflect changes to 5 ILCS 120/7€, amended by P.A. 101-640, permitting public bodies to meet with a quorum physically present during a public health emergence.

**2:20 Powers, and Duties of the School Board; Indemnification:** The policy is unchanged. The footnotes are updated for continuous improvement.

**2:30 School District Elections:** The Legal References and footnotes are updated in response to a five-year review.

**2:130 Board-Superintendent:** The policy and footnotes are updated in response to a five-year review. Statutory text from the footnotes was placed into the policy.

**2:240 Board Policy Development:** The policy and footnotes are updated with an optional subhead entitled **Words Importing Gender**. These updates are in response to subscriber feedback and evolving diversity, equity, and inclusion work at the IASB.

**3:30 Chain of Command:** The policy is unchanged Footnote 1 is added in response to a five-year review.

**5:10 Equal Employment Opportunity and Minority Recruitment:** The policy, Legal References, and footnotes are updated. A new footnote is added in response to 775 ILCS 5/2-103.1, added by P.A. 101-656, prohibiting an employer from disqualifying or taking other adverse action against applicants/employees based on conviction records unless certain conditions and notification requirements are met.

**5:30 Hiring Process and Criteria:** The policy is unchanged. The footnotes are updated for the same reason stated in 5:10.

**6:100 Using Animals in the Educational Program:** The policy is unchanged. The footnotes are updated to delete an administrative procedure reference and in response to a five-year review.

**6:145 Migrant Students:** The policy, Legal References, and footnotes are updated in response to a five-year review.

**6:160 English Learners:** The policy and footnotes are updated. Text was added to the **Parent Involvement** subhead restating the law requiring a district to establish a Transitional Bilingual Education Programs Parent Advisory Committee. Footnotes explain 105 ILCS 5/14C-10.

**6:170 Title 1 Programs:** The policy is unchanged. The footnotes are updated in response to a five-year review.

**6:235 Access to Electronic Networks:** The policy, Legal References, Cross References, Administrative Procedure references, and footnotes are updated in response to the expanded use of educational technologies in schools and for other continuous improvements. The Legal References are also updated in response to 20 U.S.C. 7131 and 115 ILCS 5/14(c-5) added by 101-620 *Restrictions o Publications, High Schools*, and 7:345, *Use of Educational Technologies*, are added to the Cross References.

**6:255 Assemblies and Ceremonies:** The legal References are updated in response to a five-year review. The footnotes are also updated in response to a five-year review.

**6:260 Complaints about curriculum, Instructional Materials and Programs:** The policy, Legal References, Cross References, and footnotes are updated in response to a five-year review

**7:220 Bus Conduct:** The policy is updated in response to a five-year review with a minor style change. The footnotes are updated in response to a five-year review.

**7:230 Misconduct by Students with Disabilities:** The policy is unchanged. The footnotes are updated in response to a five-year review.

**7:280 Communicable and Chronic Infectious Disease:** The Legal References and footnotes are updated in response to a five-year review. A repealed statute was deleted from the Legal Reference.

**8:890 Parent Organizations and Booster Clubs:** The policy and footnotes are updated in response to a five-year review.

Board member Kearney, who sits on the Policy Committee, recommends looking at existing policies and making them more Gender Neutral. The review of policies is outlined in Policy 2:240. He also wants the Board to systematically consider curriculum and sustainability tied to our equity mission. Climate Change.

## **SPECIAL REPORTS**

## **SPECIAL REPORTS**

Dr. Powell begins by welcoming Dr. Theresa Chapple, Director of Oak Park Public Health to this portion of our Board Meeting. Testing update; we have roughly twelve positive tests out of over twelve thousand total tests given to date. These positive tests have resulted in some exclusions and quarantines. Dr. Powell goes on to say, our current Remote Learning Agreement has some mixed reactions on Passive Window into the Classroom. We have been meeting with OPTA Leadership weekly as we continue to monitor the effectiveness of this process. Average attendance from the last update is just over 90%. We are still using the Quarantine gold standard of 14-Days. We continue to look into the 10-14 Day Testing Option.

### **Spectators at Middle School Events**

We are currently looking into possibly offering parents who are fully vaccinated the option of watching their student's game and or performances in person. Students, if we go with this option, will be provided 2 tickets for entry based on the limited seating capacity as we make sure all is properly socially distant and vaccination cards checked upon arrival. We will pilot with Sports as we look to possibly expand.

Dr. Chapple further explains we should start slowly with this option, using a more cautious approach. Begin with vaccinated parents while also maintaining social distance. Good mitigations keep cases low, also high vaccination rates help keep numbers low. District 97 has not had to impose an adaptive pause because of having these things in place which helps keep our schools open.

### **Discussion**

Dr. Powell; who has the authority to quarantine? The Governor has given schools the authority to exclude based on infection status or close contact while authority to quarantine is given to the local health department.

Dr. Powell; who has the authority to determine 14-Day Quarantine vs. Option to Test after day 10?

Dr. Chapple; The local Health Department has that authority.

When will shots be available for children under twelve years of age? I know Pfizer has submitted for approval we have not been given a timeline on roll out, but my hope is somewhere between end of October or November.

Board Member; As soon as we are able to vaccinate kids under twelve, what will be the process as it relates to our schools? Dr. Chapple uses Oak Park and River Forest Highschool as an example in her response, noting that this demographic is vaccine eligible. When identifying close contacts in this scenario, for vaccinated students quarantine is not necessary as they monitor any potential exposure and or symptoms.

Board Member: There has been some public comment around false positive SHIELD Testing, how is the village approaching this?

Dr. Chapple; SHIELD is a state offered test that is free. We are required to follow the guidelines that are outlined by the state. SHIELD is the gold standard base on how its samples are tested, after collection samples are tested twice before results are made available. The state has noted, we cannot test out of SHIELD, and based on numbers, has about a 1% chance of false positive results. There can be many factors that goes into this type of result, including timing of test being administered during the infectious period. As the Health Director, I do not have the authority to do less stringent, only more stringent.

Dr. Powell; Thanks Dr. Chapple for taking the time to join our School Board Meeting, and for also answering any of our questions and concerns. Dr. Chapple is there any reminders you would like to provide to the community? Yes, I would ask if you are testing due to exposure, please keep your child at home until you have your COVID results. Some of the data I've seen, shows children are being tested, and parents will return them to school pending results. We are SHIELD Testing these children and receiving positive results. Please wait on your results, whether symptomatic or exposed.

### **Retrospective Look At District Data**

(Recording Of Presentation Available Online)

A retrospective look at District data was presented by Dr. Eboney Lofton and Dr. Tawanda Lawrence. This data included ISAT and PARCC State comparisons with ELA & Mathematics, along with IAR comparisons that were further broken down by demographic.

District leadership will continue to look at potential root causes in an effort to address IAR performance. Some suggestions include:

- Curricular resources primarily allocated to K-5 for the past 5 years.
- Middle school resources have not been updated.
- IB Unit plans were aligned with IB criterion as opposed to the Illinois Learning Standards.
- Common assessments were not aligned to the Illinois Learning Standards
- Few opportunities for students to explore multiple avenues for accessing content.
- Student voice has not been consistently amplified in goal setting and instructional practices.
- Analysis of IAR as a lagging indicator.
- The number of student refusals to take the IAR has risen over time.

#### **Current & Next Steps**

- Examine the instructional core through the lens of Universal Design for Learning and Culturally Responsive Teaching to address our equity imperative (SY20 and SY21)
- Implementation of word study resources (implemented in SY20)
- Implementation of common assessments aligned to standards (implemented in SY21)

- Implementation of learning walks to support implementation of teacher practices (SY20)
- Implementation of the vertical articulation process (implemented in SY21)
- Reimagining the mathematics trajectory for early access and exposure to Algebra (implemented SY21)
- Implementation of mathematics resource at the middle school: CMP3 (implemented SY20)
- Hiring of mathematics interventionists at the middle school (implemented in SY21)
- Upcoming pilots and resource review to provide teachers with standards aligned tools
- Increased summer programming opportunities for students during the pandemic (SY20 and SY21)

### **Hanover Discussion**

(Recording of Presentation Available Online)

Dr. Carrie Kamm provided the Board of Education with an overview of the current scope, work and recommendations for continued use of Hanover Research. Dr. Kamm is asking the Board to consider extending the current contract which expires October 31, 2021.

At the September 14, 2021 Board Meeting, board members inquired as to how the proposed research queue aligns with our internal formative data analysis. Our internal district/school data “dives” occur on October 18, 2021, February 14, 2022, and June 6, 2022. This timeline aligns with Hanover’s data request timeline.



### **BOARD ASSIGNMENTS**

No Standing Reports

#### **IGA Reports**

OPEF Update: working on getting Vex Robotics and Spoken Word back up and running. We are looking into how to implement at these programs safely at the elementary schools.

PTOC Update: PTOC recently met and discussed quarantine. This group was also updated on the Superintendent Search, and the Board Vacancy. There was also discussion around COVID strategies to support upcoming event requests where we are required to be socially distant and wear a mask.

CLAIM Update: Work with gender neutral bathrooms is progressing, materials have been delivered to both Middle Schools. We will continue to provide updates on this initiative.

### **CONCLUDING ITEMS**

BOARD REMARKS

Hazzard, Young and Attea is currently finishing up discussions with focus groups now, the survey has closed. In October, the firm will present a candidate profile. HYA have a couple candidates and believe overall we are looking good in the process.

The Board would also like to welcome our newest Board Member, Shyla Kinhal. We appreciate you jumping right in to the process. Thank you to all that applied for the vacant board seat. The willingness to engage and take on these challenges are appreciated, Thank You to all the Candidates.

Shyla Kinhal; Newly Appointed Board Member, thanks the Board for this opportunity.

## 9.2 AGENDA MAINTENANCE

The draft agenda for the September 28, 2021 meeting was reviewed.

### ADJOURNMENT

ADJOURNMENT

Kearney moved, seconded by Moore that the meeting be adjourned. There being no further business to conduct, President Kim declared the meeting adjourned at 8:49 p.m.

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Board President

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Board Secretary