

Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park
March 15, 2022 Regular Meeting

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

President Kim called the meeting to order at 6:08 p.m.

ROLL CALL

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

Absent: Kinhal

Also Present: Interim Superintendent Dr. Griff Powell, Associate Superintendent of Education Felicia Starks Turner, Interim Senior Director of Human Resources Tim Kilrea, Senior Director of Technology Michael Arensdorff, Senior Director of Communications Amanda Siegfried, Chief Academic and Accountability Officer Eboney Lofton, Senior Director of Equity Carrie Kamm, Senior Director of Buildings & Grounds Jeanne Keane, Senior Director of Finance Patrick King, and Lonya Boose Board Secretary.

EXECUTIVE SESSION

EXECUTIVE
SESSION

Hurd Johnson 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, 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 7:05 p.m. All present members of the Board were in agreement. The Board convened in Open Session at 7:12 p.m.

3. PUBLIC COMMENT

PUBLIC
COMMENT

Dear School Board Members, Thank you for choosing a set date for masks to become optional in schools rather than leave it up in the air- it's nice to have something solid in this regard.

Would the board please also address the other school mitigations that now seem less practical given all the new recommendations? Specifically- parent volunteers in the school, (if they are allowed at lunch why not other times in the day?) lunch moving back to the lunchroom, concerts, special after school activities, clubs/groups gathering on school grounds etc.

Thank you for your time,
Audra Fullerton

To the D97 board:

I just watched the majority of the emergency meeting held this past Sunday. It was troubling to me for several reasons:

1. Many board members were injecting their personal beliefs into the discussion in an inappropriate way. There were many personal anecdotes about how we need to protect immunocompromised people - but

very little data about how low the transmission rates are, how low risk is for kids, and how high local vaccination rates are. It was also mentioned that the 10 most immunocompromised kids are already receiving accommodations.

2. There was no acknowledgement that the CDC is the authority about Covid, and there seemed to be skepticism that we should be following the guidance. This is a 180 degree turn from the past few months, when the board eagerly sought and followed CDC advice. Just because we personally take a more cautious approach and disagree with it doesn't mean that the advice of experts is wrong. None of the board are doctors or trained epidemiologists, as far as I know.

3. The backtracking of the board and retreat from the established and agreed to measurable criteria for removing masks was probably the most troubling aspect of the meeting. The public trusts that our board will make thoughtful decisions and not fall prey to the very same groupthink that the left accuses the right of - "doing our own research" and not trusting the experts. Please avoid the emotional attachment to masks that many in our community seem to have. If we can't get rid of masks, now, then when? Epidemiologists have said....covid is here to stay. This is as good as it's going to get, and the message that school is somehow riskier than grocery shopping or any number of other activities is just wrong.

The board needs to do the right thing for the majority of our kids and get rid of the masks, and other unnecessary mitigations like podding and silence during lunch (which is ridiculous). Field trips can certainly be safely done, volunteers can rejoin the schools, art and music performances can be held, etc.

I'm a vaccinated liberal Oak Parker who willingly masked and took all the covid precautions. It is time to move on. The CDC and science say it's OK, as do the majority of epidemiologists. It is scary for some and will take some time to get comfortable with it, and that's understandable and OK. But please follow your own established metrics and get rid of the masks. Now. We are one of the most vaccinated and low-transmission rate communities in the state; it is time. Wearing a mask doesn't imply virtue. We are as safe as we're going to get.

Mary Furman - mom of three Oak Park kids.

Thank you, District 97 Board of Education, for the opportunity to submit my comments. My name is Manolo Avalos. I am a sophomore at OPRF High School; a member of the d200 sustainability policy committee and a member of the It's Our Future program core team facilitated by Seven Generations Ahead. As you are aware, the climate crisis is not waiting on us. It is doing its thing and is getting worse. We collectively need to do something about it now to avoid even greater catastrophic consequences like droughts, excessive rain fall, wildfires, tornados and hurricanes.

D200 is currently developing a sustainability policy with a team of adults and youth that will include strategies that achieve significant greenhouse gas emissions reductions. The role I am playing as an OPRFHS student and It's Our Future member is to look at other policies and plans with my fellow youth and brainstorm what we think should be in our policy. This will help the Board to see other examples, take out things they don't want and keep the ones they do want toward achieving specific greenhouse gas emissions goals. We would recommend a similar process for D97 that involves youth and covers energy, waste, food, renewables, water, purchasing, and curriculum. We hope that you will consider this recommendation. Our community's youth would be happy to support the process. Thank you.

Manolo Avalos

Thank you to the Board for their efforts to protect our students and to thoughtfully adjust to changes in protections in schools. As the Guardian noted this week, 1/3 of U.S. kid COVID deaths took place during the Omicron waves; our layered approach helped protect our community. Two studies this week also clearly showed that mask requirement, in schools, prevented in school transmission (see CDC MMWR & AAP); the Board should therefore feel comfortable requiring high quality masks if cases do start to rise - which I hope the Board has a robust plan to track. Finally, I hope all schools will continue to respect the right of teachers, staff, and students to wear masks if they choose to protect themselves and their families.

Sincerely,
Maria Pyra, D97 mom & epidemiologist

Dear D97 Board Members,

I have been proud to be a member of the D97 community. You displayed collegiality through disagreement and thoughtfulness in making your decision on masking in the elementary schools. Families have had the opportunity to discuss how and when to use masks as a protection, and how to respect other family's choices. Teachers and classrooms have done the same. Vulnerable members of the community have had opportunity to think through scenarios that may put them at risk.

Masks work, as recent studies in school settings have strongly shown! I hope the district does not have to mandate them during surges in the future - I hope there are no surges in the future. But I also am glad to know that there are true leaders on this board who are ready to make wise decisions, even if they get angry e-mails in response.

Thank you.

Sincerely,
Maggie McMahon

Dear D97 Board of Education,

We want to thank you for your continued efforts and commitment to keeping our community as safe as possible as we enter year three of the Covid-19 pandemic.

We are parents of a D97 elementary school student. Today marks 732+ days our high-risk and Disabled family has been nearly sheltering-in-place, fully remote working, and remote schooling through Home/Hospitalization Instruction. This pandemic has disproportionately affected and left behind Black, Indigenous, People of Color, Disabled, Chronically-ill, and other marginalized families. Our family represents one of many multi-marginalized families in this community.

It is problematic that the CDC's plans for getting back to it have never been about the young children, BIPoC, Disabled, and other marginalized communities.

In January 2022, the CDC Director Rochelle Walensky stated that over 75% of Covid-19 related deaths, "occurred in people who had at least four comorbidities". She was "encouraged" that most individuals who have died from COVID-19 "were unwell to begin with". When we gauge how well non-disabled people are faring in a pandemic, based on the body count of Disabled, Chronically-ill, and marginalized people, we promote eugenics and racism.

This type of mindset, COVID guidance, and practice has been one of a variety of factors that have forced many Disabled and marginalized families to alter their entire lives and isolate themselves during this pandemic. The CDC director, Rochelle Walensky has said herself that removing masking mandates is just a “break”. Unfortunately, that is a very privileged statement and approach. Vulnerable and marginalized people do not get to take a break from this pandemic and rely heavily on the accessibility and safety that comes with Covid-19 mandates, universal masking, and caring for each other.

The only way our D97 student and many other students at high risk for COVID complications have been able to attend school this year is through a remote Home/Hospitalization Instruction plan. This is by default, as the state and D97 have chosen to abandon developing a remote schooling option for all students. Families with unique situations need a remote education option that allows students who cannot attend school in person, for whatever reason, to receive an appropriate, accessible, equitable, and inclusive education. Home/Hospitalization Instruction is not it.

As parents of a Disabled D97 student who is at high risk of complications from Covid-19, we ask that you at the very least, maintain an indoor mask mandate, but also consider an equitable remote education option. Masking creates accessibility for families like ours. In a community that prides itself in diversity, equity and inclusion, we ask that you review the current Covid-19 mitigations and please think about those who have disproportionately been affected by this pandemic and left behind.

We appreciate your time and consideration.

Sincerely,

Venessa González and Justin Mayer

I feel compelled to balance the push to remove more Covid mitigations with a reminder that, unfortunately, we have not reached an endemic level of Covid-19 where we can ignore it. The virus continues to mutate with unknown outcomes. Doctors and public health experts are warning of another impending rise in cases based on what they're seeing in waste water levels and current numbers in Europe of the BA2 variant. I hope you will seriously consider re-implementing mandatory masking when cases rise. The CDC published a study last week showing that mandatory masking in schools reduced transmission. Recent studies also show no evidence that masks negatively impacted academic performance, and concluded that universal wearing of masks in a school environment, especially in areas with a high transmission of COVID-19, will reduce the risk of COVID-19 infection and quarantine, and may in fact improve academic performance and socialization. (links below) It is far more inconvenient to be sick, quarantined, or managing remote learning, than it is to wear a mask.

I am also increasingly concerned about how much we don't know about the long-term effects of a Covid infection. I know many parents are not concerned because Covid has been reported to be "mild" in most cases, but what is mild for most children, could mean a lifetime of disability or even death for others. Though rare, this is not hyperbole. There are long covid patients who can no longer go to school because of cognitive dysfunction. I thank the D97 School Board and district leadership for prioritizing keeping our school community safe. I'm very grateful for Dr. Chapple and hope you continue to support her as calls to 'move on' get louder.

Thank you,
Jenna Leving Jacobson, D97 parent

Dear members of the board of education,

I am writing to you in hopes you can stop punitive action against our 8th graders and future 8th graders related to graduation celebrations.

My questions to the board of education, district superintendents and school principals:

- Have we done enough for the students that are being punished now in the past grades?
- Have we done enough to teach them work ethic, executive function, time management?
- Have we done enough to support their needs so they can thrive?
- Have we done enough to create a strong student community where all feel they belong?
- Have we done enough to support our teachers so they can support our students?
- Have we done enough that all our students that have any learning disabilities are identified and their needs are being met?
- Have we done enough that all our students that need health mental work are receiving the help they need?
- Have we met the need of all our minority population so they can thrive?
- Have we met the needs of all ADHD students, autistic students, Down syndrome students, just to mention a few, so they can thrive?

I could go on and on with this list of questions. I know that the district, the board of education and the principals are making strides to make D97 better for all students. I see and I appreciate you; however, we are not at a point that we can say wholeheartedly that we've done all we can and that we succeeded.

I feel like we are punishing our students for our sins; we failed them first.

Now at the last trimester of the school year the students will be helped and cheered on to get a GPA of 2.0 so they can participate in a celebration that they should participate anyway just for the fact that they are graduating, which is a great accomplishment for a lot of our students that had the odds stacked against them since the beginning of their school life.

And in all fairness, did the students know from the beginning of 8th grade that they would be punished if they didn't achieve a 2.0 GPA? Did they have all the support they needed since beginning of 8th grade to achieve this GPA?

Have you considered the social-emotional repercussions for the students being punished? The stigma they will carry for being the "troublemakers", "underachievers"? The low self-esteem we are fostering in these students?

Please, reconsider your decision of not letting students with a GPA under 2.0 participate in the graduation celebrations.

Thank you,
Marta Ikegami

"My family is thrilled about the relaxed Covid mitigation. Thank you! Now it is time to resume full lunches and field trips. Our children deserve a first rate education."

Doug Rosenberg

Dear board members,

I would like you to consider putting the topic of a "drop-in tutoring center for our middle school students" on a future agenda and begin researching how to implement this.

Right now, our middle school students have one option at the school to receive extra homework help: ask their own teacher during class.

This is not always feasible. Many of the classes assign the homework toward the end of class. That homework is then reviewed or collected immediately at the beginning of the next class meeting and the students are then led into the next topic. In some situations, there is a brief "any questions before we move on" comment, but it doesn't allow time for a one-on-one look at the problem at hand. There is also still a stigma in many classes when the students do ask a question that they feel is "dumb". Additionally, some of our students do not have a good working relationship with the teacher for the class they need the most help. Very few families have the ability to hire a private tutor or attend one of the for-profit tutoring facilities to help frequently.

A drop-in tutoring center would benefit many of our students.

Please, let's give our students as many tools as we can to learn the material presented to them.

Thank you,

Beth Siegel

Dear D97 board:

I just had to pinch myself after learning that Julian Middle School is threatening to exclude children who don't have a 2.0 GPA from their graduation, dance, and end-of-year trip. My child is no longer at Julian, but just a few years ago several parents protested because kids were going to be prevented from attending end-of-year celebrations with their classmates because of their grades.

At that time, the D97 school board had just unanimously approved the district's equity policy. With great fanfare.

Parents then (in 2019) asked Julian admins to explain how a policy of excluding kids from class activities was in tune with D97's newly minted statement on and commitment to equity. And now, four years later we all have to ask the same question again. In Oak Park, a community plagued by a decades-long Opportunity/Achievement gap, in a school district that keeps pledging itself to equity and inclusion, this situation defies my comprehension.

This is the kind of reward-and-punish approach to teaching I would not expect from thoughtful educators committed to social-emotional learning. One of the many reasons we sent our child to public school is because of the mandate to educate ALL students. Children of differing abilities, circumstances, races, religions, and social/economic classes are entitled to learn and to be treated with dignity in their public school. Celebrating some children while you shame other children is cruel, ableist, and inequitable.

Threatening children with the humiliation and hurt of being left out of school activities if they don't make the grade will demoralize and demotivate many. Americans have had to acknowledge the mental health crisis among kids – a situation intensified by years of a pandemic. Why would D97 ever implement this

kind of shaming policy – but especially now? The reality is that many kids will be more and more pushed to the margins by this kind of policy.

Please do not allow this policy to stand. Show the community that this district's pledge to treat students equitably is not yet another empty declaration.

Sincerely,

Molly Wulkowicz

To the Board and Superintendents:

I am an Oak Park parent of a 3 year old and a 5 year old. Like parents all over the country, I recognize that the Covid pandemic has presented an unprecedented challenge for school leaders and teachers. I recognize that decisions have had to be made that could significantly impact our students and our community, and I know that making those decisions has been very hard.

Recently, we have also seen significant opportunity for leadership. Yet, our leaders do not appear to be leading the way. Instead, parents are.

The students and families in this District need leaders who have the fortitude to carry this District forward, into the future, even though that future is unknown.

Yet it seems as if every inch of progress that this District has made - from the very reluctant move to "hybrid" school last year, to removing masks at recess just a few weeks ago, to finally following nearly every school district in the country to mask optional - has been driven not by our public leaders, but by parents.

Further, many of the actions and policies that this District and our schools have implemented and continue to implement have absolutely no scientific basis. Masking outdoors has never been recommended. Silent or "quiet" lunch where children watch television and are only permitted to whisper is not scientifically sound. Sending hungry 6 year olds into the hallway while half of their classmates each lunch is not only illogical, it is cruel. Keeping vaccinated parents and families out of school buildings, when those same parents spend a majority of time with their children during off hours, NOT wearing masks at home, accomplishes nothing. Cancelling field trips and other enrichment activities harms our children - it does not help them.

Our family moved to Oak Park in early 2020, largely due to the phenomenal schools we had heard so much about. And now, we are at a loss, unsure of whether we can ever send our children to D97 schools. We are utterly bewildered by the lack of child-centered, science-based leadership that we are witnessing.

We need our leaders to lead. It is time to end "quiet" television based lunches. It is time to end social distancing at lunch or other times. It is time to bring back field trips. It is time to allow parents back into our schools.

More importantly, it is time for the District to publicly commit to two things: First, to prioritize children's mental and emotional well-being, which have taken a beating over the last 2 years. Second, not to permit Covid policies to be implemented that are not proven by clear scientific support. Anything less fails our children.

Thank you,
Stephanie Harris

Good Evening,

My name is Emily Brynelsen. I am the mother of two students in D97. My oldest son is a 5th grader at Irving and my youngest son is in the PKP program at Longfellow.

I wanted to address the board tonight to strongly implore you to keep an indoor mask mandate in place in your early childhood programs at Longfellow and Whittier through the end of the 2021-2022 school year. I will state my reasons below.

1. Children in the early childhood programs are at an increased risk of contracting COVID 19. These children are under the age of 5 and thus have not had the opportunity to be vaccinated. In addition, early childhood is not mandated. And these programs set aside a significant portion of their enrollment for children with disabilities. Therefore, a significantly higher percentage of the children in the early childhood programs are children with disabilities when compared with their elementary and middle school counterparts. Children with are at a greater risk of contracting COVID and also of developing severe symptoms when compared to their non-disabled counterparts. This makes the early childhood students a particularly vulnerable group that requires extra protections.
2. The Oak Park Department of Public Health recognized this increased risk when they had the indoor mask mandate continue in daycare centers and nursery schools. My son attends a private nursery school in Oak Park in the morning and PKP in the afternoon and his private morning preschool has maintained the indoor mask mandate in compliance with the OPHD.
3. This is not unprecedented. Other school districts, including New York City for example, have lifted indoor mask mandates for their elementary schools while keeping mask mandates in place for their early childhood programs.
4. Keeping the mask mandate in place will allow these students to continue to be protected while we await approval of a vaccine for them. If this is about choice, please continue to protect these vulnerable students until parents have the choice to get their child vaccinated.

I am not the only parent that feels this way. If masks are not mandated in the early childhood programs, the district will see a very significant drop in enrollment. This would be especially dire for students with IEPs as they would lose access to the therapies they need. And they would have to go through another lengthy evaluation process to requalify for special education programs when they return to the district later.

I have accepted that my youngest child will be at increased risk as his older brother will be going to school with unmasked peers. Please do not increase this risk further by having him attend preschool with unmasked peers and teachers with would be a far greater risk.

My child adores everything about preschool. I would ask that the board act to protect his health so I am not put in a position where I would have to withdraw him from a program that he loves.

Thank You

Emily Brynelsen

Good evening,

It has recently come to my attention that AGAIN the district is attempting to require students to have a certain GPA (2.0) in order to participate in the 8th grade end-of-year milestone activities. We encountered this a few years ago when the district attempted the same type of requirements for field trips and other activities. I won't get into specifics due to privacy concerns, but I can tell you that these types of exclusionary tactics used by this district to "motivate" students don't work. These tactics only further the exclusion already felt by many students in the middle schools in D97. Why can't D97 break free from this "old school" approach?

What is the basis for this type of decision? It's obviously not rooted in best educational practices.

This district is surprisingly good at saying one thing and doing another. We talk all day long about fostering a sense of belonging and valuing social-emotional learning. Then, at every turn, we see the district making decisions that fly in the face of fostering an environment where children feel safe, welcome and valued.

Do we want our students to learn and to perform to their potential? Of course. Does the district think that threatening our kids with the end-of-year activities that they've looked forward to for years is the best way to do that? I hope not. It certainly isn't best practice; in fact, it's just cruel. We should take our own advice--you know those professed beliefs about the benefits of establishing relationships with students, finding out what they care about, helping them to fuel their growth mindset, etc.? Remember those? Maybe we can lean on those things in the education space instead of some arbitrary quid pro quo?

Do we want our students to feel a sense of belonging, experience new things, and learn all of the ins-and-outs required to be successful in social situations? I hope so. Most of us who survived middle school would not point to our GPA as an indicator of our future successes and failures. Instead, we likely think back on the experiences that we had and the mentors who guided us through them (and probably saved us!). I'm willing to bet that we all learned more about the world and acquired many more valuable skills during the field trips we took or the dances we attended than we did at many other points during our days in the classroom. Most people learn by doing. Why would we deprive kids of those experiences? What does that say about what we believe as an educational community?

I urge you to rethink these types of requirements for our students. Children, like all of us, are doing the best they can under their own circumstances. Let's include them in as many educational experiences as we can while we have them in our care.

I would like a response from the district about why these policies are allowed to continue.

Thanks,
Katherine Murray Liebl

4. ACTION ITEMS

4.1 APPROVAL OF THE CONSENT AGENDA

ACTION ITEMS

Spurlock moved, seconded by Hurd Johnson 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 February 22, 2022 Board Meeting
- 4.1.2 Approval of Minutes from February 27, 2022 Emergency Board Meeting
- 4.1.3 Bill List
- 4.1.4 Personnel

4.1.5 -Non Re-employment of First, Second, or Third Year Probationary Teachers
Approval of District Dashboard and Data Warehouse (2/22/22)

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

Nays: None

Absent: Kinhal

Motion passed.

4.2 DISCUSSION AND ACTION

4.2.1 Approval of Policy Update

Before the Board acts on the policy updates from the latest issue of Press Plus (IASB), Board member Kearney who is on the Policy Committee briefly explains what triggers these updates. Any time there is change in school code, or updates around language that drives school code, Press Plus sends out recommended updates, similar to these that are found in Issue No. 108. The policy committee review these changes along with district Administrators to determine if there are any additional steps needed before adopting the recommended/suggested language updates. The Board received these updates as a first read, and based on a March 30 deadline, are up for discussion and action tonight. The board does not have any questions, and thanks the policy committee for combing through all the changes and providing a summary of its recommendations.

Spurlock moved, Seconded by Moore that the Board of Education of Oak Park Elementary School District 97 moves to approve the policy updates as listed in the November 2021 Press Plus Issue No. 108.

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

Nays: None

Absent: Kinhal

Motion passed.

4.2.2 TRS Supplemental Savings Plan Resolution

The Teachers' Retirement System (TRS) is implementing a Supplemental Savings Plan (SSP) required by Public Act 100-0769 (40 ILCS 5/16-204). The SSP is a 457(b) retirement savings account that is completely voluntary for eligible TRS members and is designed to supplement a member's TRS pension if they so choose. According to TRS, all boards of education in school districts in Illinois are required to formally adopt a TRS Supplemental Savings Plan Employer Participation Agreement to begin participation in March 2022. Our attorneys agree with this position. As such, we are presenting the Resolution and Participation Agreement for your approval.

There is no additional cost to the District, it merely gives our employees the opportunity to voluntarily contribute to this investment option. We do already offer similar 457(b) investment options to our employees as well. Administration is seeking a motion to approve the Resolution Adopting the TRS Supplemental Savings Plan (SSP).

Spurlock moved, Seconded by Moore that the Board of Education of Oak Park District 97 move to approve the Resolution Adopting the TRS Supplemental Savings Plan created by Public Act 100-0769.

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

Nays: None

Absent: Kinhal
Motion passed.

5. ADMINISTRATIVE ITEMS

ADMINISTRATIVE
ITEMS

5.1 Food Service Renewal Agreement (action 4/12/22)

At its May 15, 2007 meeting, the Board of Education of Oak Park District 97 entered into an intergovernmental agreement with Oak Park River Forest (OPRF) High School for the provision “of cafeteria service and school meals for students attending its school facilities for the 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 school years”. Similarly, Oak Park River Forest High School has presented extensions of this intergovernmental agreement in subsequent school years. The proposal from OPRF for the 2022-2023 school year is to extend the contract for one year with a .02/meal increase for the middle schools. There no increase for the elementary schools. Below are all the meal price changes:

Type	FY22	FY23	Difference
Breakfast	\$1.00	\$1.00	+.00
K-5 Student Lunch	\$1.75	\$1.75	+.00
6-8 Student Lunch	\$1.93	\$1.95	+.02

Oak Park River Forest (OPRF) High School has provided very good service to our ten schools over these past fourteen school years, and has been very flexible with D97 during the pandemic as we have had to pivot to children eating in classrooms and are now preparing to return to hot lunch in the coming weeks. The proposed increase above (0.43% overall) is minimal and very reasonable, especially given the inflationary environment we are currently in. This would also be the first price increase in the past several years. The Oak Park community has been the recipient of an intergovernmental agreement that minimizes the cost of lunch service to its children while providing a quality, healthy and nutritious meal efficiently daily.

Motion

Administration is seeking a motion to extend the intergovernmental agreement with OPRF for food services for FY2023 per the attached.

IGA:

AMENDMENT TO THE FOOD SERVICE INTERGOVERNMENTAL AGREEMENT

This Amendment to the Food Service Intergovernmental Agreement amends the Food Service Intergovernmental Agreement dated May 15, 2007 (“Food Service IGA”) between the Board of Education of Oak Park & River Forest High School District No. 200, Cook County, Illinois (hereinafter “School District 200”), and the Board of Education of Oak Park Elementary School District No. 97, Cook County, Illinois (hereinafter “School District 97”) (School District 200 and School District 97 are sometimes referred to collectively as the “Parties”).

NOW, THEREFORE, IT IS AGREED as follows:

1. The terms of the Food Service IGA are renewed for a one-year period commencing on July 1, 2022 and extending to and including June 30, 2023.
2. For the renewal period of July 1, 2022 through June 30, 2023, Section 1, A., 6. of the Food Service IGA is amended to provide that the charge per meal for breakfast will be \$1.00 and the charge per meal for lunch will be \$1.75.

3. For the renewal period of July 1, 2022 through June 30, 2023, Section 1. A., 7. of the Food Service IGA is amended to provide that the cost of the larger serving for students at Brooks and Julian Middle Schools will be added to each day's bill at a rate of \$.20 per student.

IN WITNESS WHEREOF, School District 200 and School District 97 have caused this Amendment to the Food Service IGA to be executed this ____ day of _____, 2022.

5.2 ERATE (action 4/12/22)

Michael Arensdorff presented an ERATE report to the Board which includes Preview, Purpose, Bid Summary and Recommendation Proposal.

Budgetary impact: Impact is \$2,237 monthly for Internet services and \$16,344 (one time cost) for UPS/battery backups and firewall licenses to the technology operating budget.

Internet for Admin/district and Brooks for a total of \$1,350 and \$780 respectively (both are not inclusive of taxes/fees), renewal of firewall licenses at two locations at a rate of \$3,999 for each license for one year, and purchase of two UPS battery backups at a rate of \$4,182 each.

From our current budget, we are paying \$3,500 + plus taxes and fees for our Internet services each month, so the proposed amount will have a monthly savings of \$1,370 and annual savings of \$16,440.

The data presented on March 15, 2022, is seeking approval on April 12, 2022

Category 1 - (Dedicated Internet Connection (EDI)):

For this eRate season we had two contracts that are up for a new contract. One is the staff network and another is our BYOD/Guest/Non-district device network. We received three bids for the requested service options from AT&T, Comcast and Crown Castle. After reviewing all proposals with the following categories: cost (highest priority), completeness, prior experience, technical expertise, and service. We had two independent evaluators review the proposals and when the totals came up, it is recommended to award a contract the three year contract to Crown Castle at the District Office for 2 gb of bandwidth (\$1,350 per month + taxes and fees) and for the BYOD/Guest/Non-district device network of transport services to AT&T for a one year contract (\$780 per month + taxes and fees). As mentioned above this will be a monthly savings of \$1,370 from our current contract. After the one year contract we will be seeking to transition to the state DOIT project that will have zero cost (similar to our student network that we are currently using).

Category 2 -

Network Infrastructure Switch E-rate Proposal

At the end of the 2021-2022 school both of our firewall licenses will be expiring. As part of the eRate process we completed bids to seek renewal licensing for the existing firewalls, as well as, proposals for two new firewall models. Upon review of the pricing and specifications, we have decided that it is most cost effective to renew the licensing at this time and upgrade the firewalls in future years when the higher capacity firewall(s) will be required with bandwidth speed requirements for D97. The renewal for both of these firewall licenses are \$3,999 each for a

total of \$7,998 for one year. There are no services that are needed as they are already in place and operational. Following the same process as above for the evaluations both Will Brackett and I independently evaluated the proposals and are recommending the award to CDWG.

We also submitted a bid for UPS battery backups. At this time, we are recommending the purchase of two battery backups (one for each middle school). Due to the age of the current UPS units, they are needed to ensure backup capacity is available in the event of a full or partial power outage. Once again, we completed the evaluations in the same process and both Will Brackett and I are recommending the award to CDWG for two UPS battery backups for \$4,182 each for a total of \$8,364. We have not requested any services as part of this proposal, as internally we have the staff capacity to complete this work.

District 97 will seek reimbursement through the eRate program (40% discount rate, which is identified by our national free and reduced lunch numbers). I anticipate a monthly reimbursement of about \$852 for the Internet services and approximately \$6,000 (one-time) reimbursement for the firewall licenses (these are not fully reimbursable at the 40% rate) and UPS battery backups.

5.3 Technology Plan Update (action 4/12/22)

(Technology Plan Available Online in BOE Packet)

Michael Arensdorff began the Tech Plan overview and discussion of updates within the district's proposal with a Teacher and Student lead demonstration. Project Lead The Way and Robotics have had tremendous success here in District 97. Students at both middle schools have the option of taking robotics as an elective option (within their daily schedule), and or participation in Robotics Club.

Robotics club allows for state and national competitions. The students provided for the Board of Education, a robotic demonstration and details on how the club competes at a high level. The students further explain to the Board, the need for access to the latest technology, equipment for coding and materials for building competitive robots.

Tech Plan Details

Preview of Purpose and Content of Report: Update on past three-year technology plan; recommendations for the new three-year technology plan.

Budgetary Impact: Seeking approval of \$1,149,298.92. Please note below on page 5 a further breakdown of savings, revenues, grants and total impact to district funds for each year of the three-year technology plan. Specifically, for 2022-23, we are once again, projecting a large amount of revenues, savings and grant dollars to offset the majority of the \$1,149,298.92. The total request has increased (but was projected with the staff and design refresh/upgrade without exact budget numbers when presented last year), however, with the additional savings/revenues there will continue to be an overall positive budget impact to the three-year technology plan.

Year 1 - 2021-2022 Technology Plan Update

Most of the 2021-22 tech plan has been funded and/or in progress to be completed. Below you will see a breakdown of the line items and the current status. Appendix 1 provides an overview of the work in greater detail.

Over the last year I projected a total savings/revenue of \$418,603 through the following project/contract negotiations. In addition, the district received revenues through the sale of the student iPads that was projected at \$469,000, with an actual revenue of \$308,291.80. We ended up not selling all of the student devices, as we leveraged them for our CNAs, day-to-day subs, permanent sub positions and various other district needs. Another revenue that we did not project, but applied for in the summer of 2021, was funding from the Emergency Connectivity Fund (ECF) grant for the purchase of student and instructional teaching staff devices. District 97 was awarded the grant and is set to receive \$1,055,118 for the cost of student and teacher assistant devices (ipads, chromebooks and hotspots) for the 2021-2022 school year.

2021-22 – Updated Expenditures for Year 1 of the Technology Plan

Below is a summary, total cost and brief explanation of each line item for year three of the technology plan.

Professional Learning	\$ 10,000 - in progress
Student/Teacher Assistant Device Refresh	\$1,055,118 - completed
Innovation Research & Development	\$ 10,000 - partially, & in progress
Internet Equity partially funded by ECF grant	\$ 15,000 - completed –
Subtotal	\$ 1,090,118 - actual
Revenues (from device sale) -	\$ 308,291.80 (estimated)
<u>Additional ECF Revenues -</u>	<u>\$1,055,118</u>
District budget savings -	\$418,603
Total Net Expense	Savings of \$691,994 (carried to Year 2)

2022-23 – Recommended Expenditures for Year 2 of the Technology Plan

Below is a summary, total cost and brief explanation of each line item for year three of the technology plan.

Professional Learning	\$ 10,000 -
Student/Teacher Assistant Device Refresh	\$300,025.96 - Less due to payment - ECF paid - board approved 3/23/2021
Innovation Research & Development	\$ 10,000 -
Internet for All Equity	\$ 15,000 -
Teacher Macbook Air Refresh	\$ 688,350 -
Middle School Design Program Update	\$ 125,922.96 -
Subtotal	\$1,149,298.92 - budgeted
Revenues (from device sale & ECF Grant) -	\$346,600 - estimated
District Budget Savings -	\$418,243
Year 1 Savings carrier over -\$691,994	
Total Net Expense/Impact Savings of	\$307,538.08 (carried to year 3)

As part of the 2022-2023 plan, there are two adjustments from what was initially presented one year ago: 1) movement of the staff device refresh to the summer of 2022 (rather than the summer of 2023) due to higher rate of repairs/failures, as well as, to leverage the Emergency Connectivity Fund Grant (ECF) grant to cover \$203,600 of the purchase; and 2) updated information/budget for the middle school Project Lead The Way program (redesign/refresh of equipment).

Staff Device Macbook Air Refresh

This portion is tied directly to the staff device refresh plan that we forecasted for this time period during our last three-year technology plan. This refresh will include a teacher Macbook Air laptop. With the current trends, research and our lived experience we will be able to wait one to two more years before refreshing staff iPads and the learning space interactive mirroring tool (Apple TV).

As we continue to plan our refresh cycles, we typically look to get four to five years of use from our staff devices. Our last refresh was in the summer of 2018, bringing us to four years of use by the end of the 2021-2022 school year.

Four years ago, we opted for the lower price, more familiar Macbook Air that had all of the same technical specs (with the new chipsets), but that model was already close to a year old (mid-2017) when purchased. Bringing this recommendation at this time is due to a few factors that have been similar to our standard measurements of ROI (cost to repair/replace, number of repairs, number of replacements, battery cycles, battery replacements, age of devices, technology advancements, and any financially beneficial offerings to refresh). From this list, we are seeing a larger number of battery replacements, device replacements, and a higher number of projected battery replacements due to battery cycles over the next year.

We have the ability to refresh now using about \$203,600 from the ECF grant to cover approximately one-third of the refresh cost. Additionally, as we have done in the past, we plan to sell our current fleet to add \$143,000 in revenue to offset the overall purchase price. This would not only cut the repair costs for the next year to essentially zero, but also allow the district to significantly lower the total cost to District 97 budget. Between the ECF grant and projected sales amount, I estimate that the district would get \$346,600 in revenue and/or grant dollars to cover about 50% of the \$688,350 for the staff device refresh cost. Also, by having these revenue/grant dollars, I would be recommending that the district purchase the devices and not incur additional financing charges that we have in the past (estimated of about \$10,000-15,000 of savings). Based on these numbers, I am projecting the total cost to District 97 to be \$341,750 for the purchase of the 650 Macbook Airs. By completing this approval and order in early/mid-April we will be able to receive these devices in early July and begin swapping devices out for our teaching staff throughout July and as needed in August. Following our last refresh cycle, our team completed an after-action review process in which our team has retained protocols/procedures that worked well and what could be improved for the projected refresh in the summer 2022.

Middle School Project Lead the Way (PLTW) Program Redesign/Tech Refresh

Over the last two years the District 97 Design Department has been evaluating the current design program and equipment to ensure it is meeting the goals for student learning. The pandemic was an accelerant for this deep dive and forced the team to think outside the box and find ways to deliver content for student learning in a different way. The adaptations and redesign of instructional practices in the last two years have led the design team to the current proposal. We have reimagined student learning in the design curriculum and are extremely excited for the next adaptation and the impact it will have for our students now and in the future. The Design Department, in collaboration with the Technology Department, is requesting an upgrade from the original VEX cortexes and motor systems purchased in 2015 to the VEX Robotics V5 system. When the PLTW/Design program began they estimated a five-year lifespan of the technological equipment. With the help of teacher repairs to motors and replacements of batteries/sensors through our department budget, they were able to stretch the life of this equipment to seven years. Unfortunately, VEX is no longer supporting the software utilized by the technology in the cortexes and our current cortexes have reached their end of life. Furthermore, the transition to V5 would allow our students to explore the new coding platform on their Chromebooks, extending the learning outside of the walls of our classrooms, something we are unable to do with the current platform. The V5 platform on the Chromebooks will also allow for us to reduce our reliance on expensive computers, which

also currently would need a refresh (if we do not switch to the V5 system, estimated at \$180,000). Switching to a web-based software with the new VEX equipment will offset most of the upfront cost for the platform switch. Another benefit of staying with the VEX platform is that it is backwards compatible with the remaining sensors and structural pieces from our current platform, resulting in significant cost savings over moving to a different manufacturer. This proposal would provide cortexes and motors for five sections per trimester at each school, ensuring access for all eighth-graders at both Julian and Brooks Middle School to the Robotics Curriculum.

To ensure our design department is equipped with the most up to date training on the V5 platform teachers would participate in a week long intensive training created by Carnegie Mellon which would provide our staff with a deeper understanding of the programming, computational thinking, pedagogical concepts, robot hardware, and troubleshooting techniques. An upgrade to V5 would ultimately ensure that our students are being taught on the most current and stable learning platform available for Robotics. We believe this is the best option for students to extend their learning and do so in the most cost effective way possible.

In addition, as part of the proposed \$125,922.96 for the proposal, all five staff will receive an updated Macbook device. This will also align with the refresh for all other teaching staff that is being proposed at this time.

Year 2 (2022-2023) - Savings and Revenues

During this upcoming school year, we anticipated savings and revenues that would total \$401,803 (savings from current contracts or projects that lead to ongoing budget cuts) and with an update to our E-Rate proposals for Internet access (additional savings of \$16,440). Through the ECF grant and sale of teacher devices, I am projecting an additional \$346,600 for the 2022-2023 school year. The total savings/revenues for 2022-2023 School Year are \$764,843.

Updated Chart of Three-Year Tech Plan Costs, Revenues, Savings and Total Cost of Ownership

Proposed \$	Revenues (anticipated)	Savings (anticipated)	Grants	Net Budget Impact (year 1 and 2 have carry over savings)
2021-2022 - \$ 1,090,118	\$308,391	\$418,603	\$1,055,118	+\$691,994
2022-2023 - \$1,149,298.92	\$143,000*	\$418,243	\$203,600	+\$307,538
2023-2024 - \$713,780.98	\$TBD	\$408,283	TBD	+\$2,040

Total Proposed - \$2,953,197.90 Board Approved to date - \$2,036,342.94 Total Revenue - \$451,391* Total Estimated Savings - \$1,245,129 Total Grants - \$1,258,718 Net Budget Impact - +\$2,040
 *2022-2023 - Estimated revenues

***Complete Plan Details Located In Board Packet**

5.4 SY23 Teacher Leadership Roles Recommendations (action 4/12/22)
 Presented by Dr. Carrie Kamm

The OPTA Collective Bargaining Agreement outlines leadership roles for District 97 teachers. These leadership roles are based on the recognition of teachers' expertise and belief in the importance of having practitioners in positions of leadership. Specific roles are designed to achieve several purposes:

- Support increased student growth and attainment
- System development and program implementation
- Support implementation of the district's Educational and Racial Equity Policy
- Establish and support collective leadership at the district and school level
- Maximum support for the classroom teacher
- Innovation
- Increase leadership and development opportunities

The OPTA Collective Bargaining Agreement established Leadership Roles for OPTA members within Section G of the agreement. In the Section G language, the parties agreed to establish the Leadership Role Committee consisting of two (2) OPTA members appointed by the OPTA Executive Board and three (3) members selected by the Superintendent. The Leadership Role Committee that convened during the current school year consisted of the following individuals:

Gina Harris	–	OPTA Member
James Zander	–	OPTA Member
Dr. Ebony Lofton		Chief Academic and Accountability Officer
Dr. Carrie Kamm		Senior Director of Equity
Susan Mura	–	Irving School, Assistant Principal

The OPTA Agreement states that the Leadership Role Committee shall annually meet, by no later than April 30 of each year, to discuss whether to recommend that the Board add, delete, reduce the number of types of roles and whether to make any adjustments in the tiered pay level of a specific role based on new initiatives and/or whether the actual time commitments made by teachers in a specific leadership role exceeds or falls short of the initial estimated commitments.

The Committee has met to review and discuss the needed roles for the 2022-2023 school year and has engaged relevant district and school administrators in role review.

In order to have a timely teacher leader roles application process that supports planning for summer professional learning, the Committee proposes the following timeline:

- March 15, 2022: SY23 Teacher Leader roles presented to Board of Education
- April 12, 2022: Board of Education approves (anticipated) SY23 Teacher Leader roles
- April 13-April 22, 2022: Teacher leader roles application period
- April 25-May 4, 2022: Administrator application review
- May 5, 2022: Roles Committee Meeting (final review of administration recommendations)
- May 9, 2022: Notify staff re SY23 teacher leader roles

Please see the attached SY 2022-2023 Teacher Leader Roles Recommendations document for a summary of role recommendations and stipend amounts.

Financial Impact

For the 2022-2023 school year, the projected financial impact of the proposed roles is \$720,000.

6. SPECIAL REPORTS

6.1 School Update

Updates

- Transition to Masks Recommended, Not Required – March 17
- School Mitigation Update
- Agreement with OPTA – Remote Learning Change
- Metrics Update – CDC “Community Levels”
- Next Steps

Beginning on March 17, 2022 the district transitioned to Masks Recommended, Not Required. The decision to wear a mask at school will be at the discretion of each family. This will apply to all District schools, the administration building and school buses. This change also applies to after school activities and events.

Masks will continue to be required in the following areas:

- Nurses’ offices
- SHIELD collection sites

Students are encouraged to bring masks on testing days, but the district will have disposable masks available if needed. Schools will also not segregate or seat students based on mask use or vaccination status. Beyond reminding students to follow their family’s wishes, teachers and staff will not track parent wishes or monitor mask use of students.

Social Emotional Supports

All students and staff spent time discussing and preparing for the upcoming transition to “masks recommended, not required.” The District shared resources and key messages with families on March 4.

- Everyone has a right to their own decision as a family
- At School, we have a collective responsibility to respect and support each other and our personal choices. We will model kindness, empathy and respect.
- We will continue to have measures in place to keep us safe at school.

Continued Mitigations

The IDPH and CDC continue to recommend layered mitigation strategies for schools to reduce the spread of COVID-19. As of March 17, the following mitigations will continue in all buildings:

- Masks Recommended, Not Required
- Maximize Physical Distancing
- Weekly SHIELD Testing
- Cleaning and Disinfection
- Handwashing/Respiratory Etiquette
- Ventilation
- Encouraging Vaccinations
- Staying Home When Sick

Mitigation Update

Our plan is to ease mitigations in our district thoughtfully and gradually as conditions improve, we remain committed to doing so with care and compassion for the most vulnerable in our community. Protocol changes that are currently planned or are being discussed:

- Lunch – hot lunch will return after Spring Break.

- Visitors to schools

Agreement with OPTA on Remote Learning

The District and OPTA agree to continue to follow and comply with any applicable ISBE requirements for remote learning, while allowing teachers the discretion and flexibility to determine the more appropriate and beneficial method of providing remote instruction to best foster student learning.

Students will continue to qualify for remote learning IF:

- They have tested positive for COVID-19 and must isolate at home.
- Students who are symptomatic and awaiting a COVID-19 test.
- Siblings of symptomatic students who are excluded from school pending a negative COVID-19 test.

Key Metrics to Consider: (please view the D97 Metrics Page at www.op97.org)

1. CDC “Community Levels” Metrics
2. Community Vaccination Rate
3. District 97/School Metrics (cases and vaccination rate)

Vaccination Rates

District 97 Staff: ~95%

District 97 Students (Total Enrollment: 5, 597)

All Students: 78.6%

Eligible Students (ages 5 and up): 80.6%

Does not include students younger than 5 in Early Childhood or PKP

All schools are over 70%: Six schools are over 80%

Next Steps

Continue to monitor village and community metrics to determine when we can ease additional mitigations in our buildings. Related to Spring Break, the District will communicate recommendations for travel, per the local health department. We encourage individuals to monitor symptoms and stay home if they are sick.

7. BOARD ASSIGNMENTS

BOARD
ASSIGNMENTS

FAC is scheduled to meet on Monday March 21.

CLAIM met also, following up on ideas around inviting Dr. Shah to local/school as she transitions to the District and beyond.

Sustainability, estimates on solar energy. More information forthcoming.

IGOV is scheduled to hold a community wide meeting on Saturday May 21 from 9:30 - 11:30am
Location and Agenda TBD. Open to the entire community.

PTOC met March 7. Ahead of the meeting questions were sent around planning events for year-end activities at the schools and how to proceed with bringing those events to students.

8. CONCLUDING ITEMS

Board Remarks

Public Comment around tutoring, Smart Math Tutoring Program. How do you get more publicized? Getting the word out. District Digital Backpack is an option. There are organizations that do great things, we should look at how to provide information.

Students joining Protest/March

The march that ocured recently has been the 3rd maybe 4th time this event has taken place. District 97 was not given a heads up. OPRF students walked past our Middle School, and students decided to join the student group on their march to the local area Police Station. This was a commemorative acknowledgement of Trayvon Martin. Several Administrators did provide a presence at the event once it was determined that our students joined the walk. Safety of students is our number one concern. In the future, with this student group, those that manage these activities should inform our District leadership so proper support and safety of our students can be managed. We have been informed and therefore prepared for this event in past years. We encourage student voice, we are not going to stop students from excercising their voice but do appreciate the heads up so parents can be informed. Students returned within the hour safely back to school and class.

Thank you to the Policy Committee for the detailed work.

AGENDA MAINTENANCE

The draft agenda for the April 12, 2022 meeting was reviewed.

10. ADJOURNMENT

All Six Present Members of the Board were in agreement that the meeting be adjourned. There being no further business to conduct, President Kim declared the meeting adjourned at 9:24 p.m.

Board President

Board Secretary