

**Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park
March 23, 2021 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.

Vice President Kim called the meeting to order at 6:02 p.m.

ROLL CALL

Present: Broy, Spurlock, Kearney, Kim, Breymaier, Moore were present. Member Liebl participated via Zoom.

Absent: None

Also Present: Superintendent Dr. Carol Kelley, Director of Communications Amanda Siegfried, Senior Director of Technology Michael Arensdorff, Senior Director of Human Resources Gina Herrmann, Chief Academic and Accountability Office Eboney Lofton, Associate Superintendent of Education Felicia Starks Turner, Senior Director of Equity Carrie Kamm, Senior Director of Curriculum, Instruction and Assessments Tawanda Lawrence, Senior Director of Special Education Donna Middleton, Director of MTSS Faith Cole, Hanover Representatives Emily Scher and Mary Kate Taylor, and Board Secretary Sheryl Marinier.

EXECUTIVE SESSION

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Kim moved, seconded by Kearney that the Board move into executive session for the purpose of Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees 5 ILCS 120/2(C)(1), Probable Litigation 5 ILCS 120/2(C)(11), Other Student Matters 5 ILCS 120/2(10) at 6:02 p.m.

Ayes: Kim, Kearney, Broy, Moore, Spurlock, and Liebl

Nays: None

Absent: Breymaier

Motion passed

OPEN SESSION

OPEN SESSION

Spurlock motioned that the board move into Open Session at 6:49 p.m. The motion was seconded by Liebl. All members of the Board were in agreement. The Board reconvened in Open Session at 7:05 p.m. Members Liebl and Spurlock participated remotely.

PUBLIC COMMENT

PUBLIC COMMENT

Member Kearney read the following public comments aloud.

Katie Zapata

Thank you for all of your efforts to get our schools open again. I have seen great impact on my three kids' emotional health since starting back hybrid. It is especially great to see my daughter's kindergarten class back in person and to see these 5 and 6 year olds so excited to be together. I have been so impressed with how well even these young kids can follow the masking and social distancing rules. I'm also thrilled to hear that the vast majority of teachers and staff are already fully vaccinated.

My son has an IEP and one of my daughters has a 504. It is so important for our kids with special needs to get time in person with their teachers, resource teachers and peers. We will have a long road ahead to

make up for the development lost due to the isolation over the last year, but I am very grateful that we are back in person and finally heading towards recovery.

I have two requests that I hope are already under way: a) that we continue to push to get the kids back to full day in person school this spring and b) that we have a solid plan for full day, in person school this fall. I realize that Dr. Kelley's departure has the potential to impact planning timelines for the fall, but I certainly hope that the d97 leadership won't wait for her replacement before making these plans.

As we see neighboring school districts return to full time, I hope d97 continues to follow the science and open our doors for more in person hours, five days a week for all of our kids, especially those with special needs.

Sean Flynn

I am writing to strongly encourage you to continue your efforts to further open school in the coming weeks.

Our teachers are vaccinated. The science has found repeatedly that schools are safe. And the experience in Oak Park—both in public schools this winter and in private schools all school year long—has shown how it all can be done without any COVID outbreaks.

Based on my own experience with my children, and on conversations with other parents in the community, I cannot stress enough the mental health improvement our children have experienced since returning to the physical classroom. Being with an in-person instructor, seeing and engaging with peers, and logging off their electronic devices has proven more valuable than anything they learned on a screen. Thank you for your efforts over the past several months to expedite the return to in-school learning. And thank you for continuing these efforts to bring more learning back to the classroom as soon as possible.

Lauren Pero

I want to thank the board and Dr. Kelley for what has been a successful return to in person learning so far. I know that lunch is the sticking point for returning in person full time and our teachers deserve to have their lunch break. Why can't we hire lunch monitors, or tap parent volunteers? Many of us have been background checked already as coaches of sports teams and volunteers in other capacities. I know we could fill spaces to monitor lunch for an hour and every single parent I've spoken with has said that they would volunteer. Please give this some consideration.

Sarah Severson

I'm writing to request that the board and D97 continue to investigate how to return to a full day of instruction for students, but to delay any implementation or schedule changes toward that end goal until next school year (fall of 21.) Our staff and students have taken the many adjustments this school year in stride—they deserve some consistency as we head into the end of this school year. While developing a full-day schedule is critical to figure out, let's allow this year to finish as scheduled and focus our planning on the future.

Sarah Severson

I'm writing to support the recommendation for Ms. Ryan Gordon as Lincoln principal. She's shown amazing fortitude, talent and grace during a very challenging school year. The Lincoln community is ready and grateful for the consistency and benefit that her leadership provides.

Gail Galivan

Thank you for reading the following at the 3/23 Board Meeting and for considering the contents of this Email.

I REPRESENT A GROUP OF D97 PARENTS WHO WOULD LIKE TO MAINTAIN THEIR ANONYMITY, SO AS TO PROTECT THEIR CHILDREN FROM POTENTIAL CRITICISM, JUDGMENT, AND BACKLASH OF ANY KIND BY THE COMMUNITY. PLEASE NOTE THEY APPRECIATE THE NEED TO IMPLEMENT A PROGRAM, SUCH AS GoCRISIS, AND THEY APPRECIATE THE PAIN-STAKING CARE TAKEN FOR A SAFE REINTEGRATION INTO THE IN-SCHOOL ENVIRONMENT.

THIS GROUP REQUESTS THAT ALL D97 PARENTS RECEIVE A REPORT FROM D97 SCHOOL DISTRICT OF SUMMARY DATA REGARDING THE OBJECTIVE OUTCOMES AND ANY OTHER ASSESSMENT AND/OR INFORMATION BROUGHT BY THE GoCRISIS CERTIFICATION PROGRAM SINCE ITS INCEPTION, INCLUDING THE PERCEIVED NECESSITY GOING FORWARD AND THE COST OF THE PROGRAM.

ALSO, PLEASE CONSIDER THE FOLLOWING:

#1

THEY DO NOT CONSENT TO ANY FUTURE ADDITIONAL CERTIFICATION QUESTIONS AND DATA COLLECTION, INCLUDING VIOLATIONS OF DOCTOR/PATIENT HIPAA PRIVACY.

#2

THEY QUESTION USE OF THE U.K. AND AUSTRALIAN COMPANY GoCRISIS MANAGEMENT PTY. LIMITED AND GoCRISIS LOCATIONS CENTRALIZED DATA COLLECTION AND STORAGE MANAGEMENT; THEY FURTHER QUESTION AND HAVE CONCERNS ABOUT PRIVACY AND THE LACK OF TRANSPARENCY REGARDING THE GoCRISIS PRIVACY POLICY (SEE WEBSITE BELOW)

Vice President Kim responded to this public comment by stating the following; “The information included in your message refers to GoCrisis, which is not a company used by District 97. We are using a tool called CrisisGo for our student and staff health screenings. Information about CrisisGo was shared with hybrid families via email in both January and February. Information, including links to the CrisisGo website, can also be found on our district website: <https://www.op97.org/updatecenter/crisisgo>.”

SPECIAL REPORTS

D97 EQUITY SCORECARD

Carrie Kamm led a discussion about the equity scorecard. She was assisted by Eboney Lofton, Tawanda Lawrence, Faith Cole, Emily Fenske, Donna Middleton, and Mary Kate Taylor and Emily Scher from Hanover Research.

SPECIAL
REPORTS

Kamm recognized the equity challenge within the district noting that the District 97 African American students are reporting that they are not experiencing a strong sense of belonging in our schools and do not have access to equitable educational experiences in our schools. This is demonstrated by student learning data, discipline data and survey data.

Kamm explained that the equity scorecard provides a systems level overview of student representation across academic and behavior outcomes. It provides data to see district/school level student enrollment in programs (Spanish Immersion, ELL, and GTD) over the last five years. At the school level, it can see patterns/trends across years (academic/behavior outcomes), and provides a tool for the board to understand our student outcomes related to our educational and racial equity policy and other relevant policies.

Kamm explained the difference between satellite data, map data and street data, noting that the data shared this evening is considered satellite data, which means it is a large grain size that illuminates patterns of achievement, equity, and teacher quality and retention. Satellite data can reinforce implicit bias and deficit thinking about historically marginalized learners, and only tells a single story.

Emily Scher from Hanover Research shared the outcomes that they examined related to the equity scorecard. She explained the need to show the groups that need support based on the historical data. Data was shared related to elementary core standards. Aimsweb, PARCC and IAR data was used to compare students who receive free or reduced lunch to students who do not.

Key findings of the data for Literacy (Elementary - Grades 3-5)

- 2015-2020: All student groups (race/ethnicity, free and reduced lunch and non-free and reduced lunch, English Language and non-English Language learners, IEP/non-IEP, 504/non-504) were proportionately represented in students meeting NWEA/MAP fall to fall growth targets.
- 2015-2020: The following students were underrepresented in meeting ELA course standards: Students with IEPs, English Language learners, students eligible for free/reduced lunch, Black and Hispanic students
- In 2020, Black and Hispanic Students were underrepresented in students meeting Illinois Learning Assessment Standards (PARCC/IAR)

The potential root causes for this were identified as;

- Curriculum and Instruction: Foundational skill resources for primary grades were new in 2019
- Assessment: common ELA assessments are new in 2021
- Professional Learning: Have not focused PL around course grading practices in recent years (intentional prioritization)
- Equity: 13 percent of students eligible for free/reduced lunch were chronically absent

Next steps for the Intermediate (3-5) Grades Literacy

- Progress monitoring use of foundational skills resources
- Developing balanced assessment systems
- Continued focus on literacy in school improvement plans
- Examining the instructional core through the lens of the Universal Design for Learning and Culturally Responsive Teaching

Key findings of the data for Middle School Math

All student groups were proportionally represented for students meeting NWEA/MAP math fall to fall math growth targets

The largest disproportionality exists in IAR math outcomes, particularly for

- Students eligible for free-reduced lunch
- Black and Latinx students
- English language learners
- Students with IEPs

Middle School Math Underrepresentation potential root causes were identified as;

- Curriculum and Instruction: Course structure and access; year 2 of consistent/common curriculum
- Assessment: Lack of common assessment around Illinois Learning Standards until this year
- Professional Learning: Prior to adoption of CMP3, did not have a resource/common approach to math to provide PL around

Next steps for Middle School Math

- Schedule targeted school-based learning walks to understand teacher/student interactions and student participation patterns
- Administrative cycles of inquiry around math instruction
- Continue to implement balanced assessment system supported by MasteryConnect
- Continued coaching and support around implementation of CMP3
- Add supplemental intervention materials
- Add two middle school math interventionists for SY2021

Key findings for the Gifted and Talented program (Elementary)

- In 2019, black students were less likely to be enrolled in the program than their peers in other racial subgroups
- In 2020, students eligible for free and reduced lunch, English language learners, and students receiving special education services were underrepresented among students enrolled in the Gifted and Talented program
- There is a pattern of students with 504 plans being slightly overrepresented in the Gifted and Talented program

Next steps for the Gifted and Talented program (Elementary)

- Reduce delivery of enrichment in segregated settings
- Reposition enrichment specialists to provide accelerated learning supports in classroom settings
- Provision of an accusation pathway that includes teachers, family and student referral processes and that also relies on multiple sources of student data for eligibility

School Improvement Process (SIP)- next steps

- Revamped trimester data dive tools to support deeper analysis, inquiry, and goal setting specificity
- Building tools to support reflection and root cause analysis at the school level
- Revamping our SIPs expectations to better support development of theories of change and gathering of “street level” data
- Building supporting expectations for school-based professional learning plans
- Increasing support and monitoring of SIP goals between the central office and schools

Prioritization within Current Conditions

- Working with current allocated professional learning time (institute days, department time, staff meetings, PLC (professional learning) collaboration time)
- Hanover Research: academic outcomes analysis in April
- Managing multiple system change processes that have impact on everyone in the system

Emily Fenske was recognized for her creation of a spreadsheet that the team is using to sort and review data. It was reported that BrightBytes is also being used to study data.

It was noted that there has been a lot of positive feedback from the parent university opportunities. Faith Cole shared that a writing workshop is being create. She noted that often students entering the middle schools are not fully prepared for what will be expected of them. The workshop will last six to eight weeks and will be offered in the fall and possibly the spring. Students and caregivers will be invited to attend.

Board comments included support for this kind of discussion. Interest was expressed in hearing how the pandemic is affecting the assessments. Interest was expressed in knowing how the board can support the

pandemics impact on learning. Interest was expressed in knowing how District 97 compares to peer districts regarding the hours of professional development offered to teachers, and knowing how the board can be more supportive in that area.

Interest was expressed in understanding how Hanover deals with students who are transitory. Emily Scher suggested that the data could be divided into a sub-groups for transitory students so the district can look at students just in that subset. Interest was expressed in knowing what successful districts that are primarily black are doing to teach the students.

Dr. Kelley reminded the board of the condition the organization was in just a few years ago, noting that some of the basics were missing. She also reminded the board that it could take two to three years of really focused efforts to make new initiatives successful.

Kamm reported that she will talk to Amanda Siegfried this week about ways that the scorecard can be shared with the community.

Scher reported that the scorecard is intended to be updated annually, so the same metrics can be reviewed over a period of time.

One board member expressed frustration that the report was vague when demonstrating how the district is supporting black students. The board member hoped that the report would show what is being done to reduce the gap, and it did not. He felt that the report did not address the issue of racial inequity in this district. The board members talked to administration before this meeting, and asked them to look at different outcomes, see how they are correlated, and ask how the district is assessing the outcomes and connecting them to the practices that it has in place. How do they relate to this issue? He expressed concern that the district consistently misses a chance to talk about this and not address it directly.

Kamm noted that she is working with the principals to review math achievement. She noted that black boys are doing better than black girls. Administration is looking at patterns of engagement to understand what is happening there.

Interest was expressed in seeing other outcomes, behavioral, etc. It was noted that some of the ways the district is measuring success is the same nationwide. Do we know what is working and what is not? Interest was expressed in seeing a focus on the practices of the adults and understand what the teachers are thinking.

BACK TO SCHOOL UPDATE

Dr. Kelley reported that Trimester three is underway. She acknowledged everyone who made it possible for 1,200 students to return to school on March 15, 2021. She noted that health and safety has been at the forefront to ensure a safe environment for the students.

Dr. Kelley explained that there have been several developments since the last board meeting. She noted that the majority of the staff has been vaccinated, and that the state and CDC guidelines have been changed related to the distance between seating. She announced that the district is planning return to all day attendance. She reported that a team has met with the infectious disease specialist and with the union leadership to discuss the collective bargaining agreement. With that in mind, the tentative dates for return are as follows;

April 12 – All staff will return to their onsite locations

April 12 – The district will prioritize students with the greatest needs

April 19 – IAR testing will occur at the middle schools

April 26 – Gradual return of K-5 full-day instruction
May 3 – Gradual return of middle school students to in-person full-day instruction

She explained that the district wants to increase onsite instructional learning as soon as possible, but in order to do that, the district will need to hire additional lunchroom supervisors and classroom monitors. She explained that the remote option will continue until the end of this school year. Dr. Kelley reminded everyone that in order for this to be successful, everyone needs to follow the safety precautions inside and outside of the schools. That includes travel during spring break and completing the CrisisGo self-certification on a daily basis.

Donna Middleton, Senior Director of Special Services explained that the district is currently looking into ways to include the special education students and supply in-person instruction onsite.

Board comments included interest in knowing what is being done to ensure that family’s schedules are not disrupted by the change to full-day learning. Interest was expressed in knowing what the specials will look like in the full-day schedule. Concern was expressed that the district should not shorten the six foot separation since that is the distance that families used to make their decision to return to school.

ACTION ITEMS

ACTION ITEMS

3.1.1 APPROVAL OF MINUTES FOR THE MARCH 9, 2021 BOARD MEETING

Broy moved, seconded by Breymaier that the Board of Education, District 97, approve the minutes from the March 9, 2021 board meeting as presented.

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

3.1.2 APPROVAL OF MINUTES FOR THE MARCH 19, 2021 SPECIAL BOARD MEETING

Broy moved, seconded by Breymaier that the Board of Education, District 97, approve the minutes from the March 19, 2021 special board meeting as presented.

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

3.2 APPROVAL OF THE CONSENT AGENDA

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

4.2.1 Bill List
4.2.2 Personnel

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

3.3.1 APPROVAL OF FOOD SERVICE AGREEMENT

Kearney moved, seconded by Broy, that the Board of Education of Oak Park District 97 extend the food service intergovernmental agreement with Oak Park River Forest High School for the 2021 to 2022 school year.

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

3.3.2 APPROVAL OF THE TECHNOLOGY PLAN

Moore moved, seconded by Broy, that the Board of Education of Oak Park District 97 directs that \$713,780.98 be included in the District 97 2021-2022 technology budget to cover purchases for the first year of the 3-year technology plan as presented and discussed at the March 23, 2021 meeting, which includes two lease agreements for iPads and Chromebooks as shared in the attached resolutions.

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

3.3.3 APPROVAL OF BOILER BID

Broy moved, seconded by Breymaier, that the Board of Education of Oak Park District 97 approve the Lincoln Boiler Replacement project that was presented on March 9, 2021 in the amount of \$508,333.

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

3.4.1 ACCEPTANCE OF RESIGNATION OF SUPERINTENDENT

Breymaier moved, seconded by Kearney, that the Board of Education of Oak Park District 97 accept the resignation of Dr. Carol Kelley as Superintendent of Schools effective June 30, 2021.

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

ADMINISTRATIVE ITEM

ADMINISTRATIVE ITEMS

ASBESTOS ABATEMENT

Jeanne Keane reminded the board that they approved the asbestos work in January. A legal notice was published in the February 17th, 2021 addition of the Wednesday Journal announcing a formal bid opening on March 3, 2021 at 1:00 p.m. 10 asbestos consulting firms were invited to bid. Five responses were received at bid opening. The lowest qualified bidder has worked with the District on previous summer projects for the last three years. The abatement consulting service costs had a placeholder in the summer 2021 projects budget and we are under budget by \$28,426.

Administration will be seeking that the Board accepts the complete proposed bid of \$80,300 from Jacob & Hefner Associates at the April 13, 2021 meeting.

TEACHER LEADERSHIP ROLES SY22

Carrie Kamm explained that the OPTA Collective Bargaining Agreement outlines leadership roles for District 97 teacher's needs to be approved annually. 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 OPTA members appointed by the OPTA Executive Board and three members selected by the Superintendent. The Leadership Role Committee that convened during the current school year consisted of the following individuals:

Adrienne Court – OPTA Member
James Zander – OPTA Member
Gina Herrmann – Senior Director of Human Resources
Dr. Ebony Lofton-Chief Academic and Accountability Officer
Dr. Carrie Kamm – Senior Director of Equity
Angelica Love – Brooks Middle 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 2021-2022 school year and has engaged relevant district and school administrators in role review. For the 2021-2022 school year, the projected financial impact of the proposed roles is \$667,500.00. This item will return to the board for action on April 13, 2021.

BOARD ASSIGNMENTS

BOARD ASSIGNMENTS

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

FACILITIES ADVISORY COMMITTEE (FAC)

FAC met last night to discuss the need for the boiler replacement at Whittier School. They also discussed the need for gender neutral bathrooms at the middle school. Although exact costs were not determined, it was suggested that the cost of changing the bathrooms will be expensive, and it was noted that there is a group talking about fund raising for this purpose. Jeanne Keane offered to supply the cost of the bathroom renovation by the end of this week.

INTERGOVERNMENTAL LIAISON REPORT FOLLOW UP (as needed – IGOV, PTO Council, CEC, OPEF, and Self-Evaluation)

OAK PARK EDUCATION FOUNDATION (OPEF)

OPEF is working on reopening Base Camp, with registration scheduled to begin on April 7, 2021. A sub-committee has been established to ensure that all COVID protocols are in place and ready to support the program.

IGOV

IGOV met last Saturday. They discussed shifting their forums to board to board meetings to discuss specific topics. This would allow them to have more frequent interactions. Member Spurlock, who was in attendance explained that District 97 is extremely busy right now and would be happy to wait for a while before engaging in this new format.

PARENT TEACHER ORGANIZATION COUNCIL (PTOC)

The recent PTOC meeting focused on the Middle School math department presentation. They discussed some potential improvements to the math department and then participated in a question and answer session.

REMARKS

The board members recognized Dr. Kelley’s resignation. They thanked her for her leadership within the district, noting that the district has seen growth since she is here. They recognized that this is not an easy district to work for, but noted that, with that in mind, Dr. Kelley remained steadfast. One board member noted that the community will be a better place because of her time her.

Ryan Gordon was also recognized for her appointment to Principal of Lincoln School for the 2021-22 school year.

CLOSING ITEMS

AGENDA MAINTENANCE

The draft agenda for the April 13, 2021 meeting was reviewed.

CLOSING ITEMS

ADJOURNMENT

Breymaier moved, seconded by Kearney that the meeting be adjourned. There being no further business to conduct, Vice President Kim declared the meeting adjourned at 9:24 p.m.

ADJOURNMENT

Board President

Board Secretary