

**Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park, Cook County, Illinois
November 13, 2018 Meeting**

President Spurlock called the meeting to order at 6:30 p.m.

ROLL CALL

Present: Spatz, Spurlock, Liebl, Breymaier, and Datta (phone)
Absent: Broy, and O'Connor
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendent for Finance and Operations Paul Starck-King, Chief Academic and Accountability Officer Dr. Amy Warke, Senior Director of Policy, Procedure and Communications Chris Jasculca, Senior Director of Technology Michael Arensdorff, Senior Director of Buildings and Grounds Jeanne Keane, and Board Secretary Sheryl Marinier.

EXECUTIVE SESSION

EXECUTIVE
SESSION

Breymaier moved, seconded by Spatz, that the Board of Education move into Executive Session at 6:30 p.m. to discuss (Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees or Legal Counsel 5 ILCS 120/2(C)(1), Collective Negotiations 5 ILCS 120/2(C)(2))

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

OPEN SESSION

OPEN SESSION

Spatz moved, seconded by Breymaier, that the Board of Education move into Open Session at 6:51 p.m. All members of the Board were in agreement. The meeting reconvened at 7:01 p.m.

PUBLIC COMMENT

PUBLIC
COMMENT

Joel Ostrow, an Oak Park resident and parent of an eighth grader at Brooks Middle School, explained how students at Brooks talked about an inappropriate named day at Brooks earlier this year. When the girls expressed concern to administration, they were told that boys will be boys. When his daughter told him about the concern, he asked her what she would do if someone approached her in an inappropriate manner, she explained that she knows what to do related to policies, but there is no policy for students or staff that addresses sexual harassment. He suggested that the district needs to intervene and provide opportunities to grow and learn early so students do not take harassing behaviors into the high school.

Ostrow read a statement from another parent. The parent explained that a boy, holding a screwdriver, threatened to rape his/her student, saying that "He would teach her". When the girl asked a teacher for help, she was told to just tell the boy to stop. The school finally did intervene. Concern was expressed that the boy needed an adult to step in and to mentor him, and that everyone knows what to do.

Sheela Raja, an Oak Park resident and parent of a sixth grader at Julian, shared that at least one in four middle school students say that they have experienced unwanted verbal and physical sexual harassment on school grounds, often in the hallways or even in the classroom. Sadly, we are no different than any other community on this. We are not exceptional. As a clinical psychologist, Raja started hearing about some very troubling incidents the District 97 kids were experiencing and she spent her summer talking to teens in the community. She heard parents and kids talk about incidents that range from being called names in the hallways, to being sent unwanted inappropriate pictures, and inappropriate touching. Many kids report feeling demoralized and often do not report these offences. When they do report something, they sometimes talk about being further shamed and blamed or harassment. There is confusion about where to report and who to report to, how an investigation happens, and if it is confidential. This is a huge problem. She shared that the students often feel vulnerable and shamed when it comes to this issue. Raja shared a 27 page petition, and read two quotes from students. Raja suggested that the district and community needs to do better by the children. She noted that in the last six weeks, we have a community of over 350 local community members committed to seeing this happen. There is a core group of 20 people – mental health providers, educators, lawyers, policy experts and parents, all ready to help. She asked that the Board involve the community and students as they create a safer environment for them.

PUBLIC COMMENT (Continued)

Dr. Coleen Cira, an Oak Park resident and a parent of first grader at Lincoln School, expressed concern about the district's sexual harassment policy. She explained that not only is she a parent, but an active community member and local small business owner who cares deeply about Oak Park and attempts to make it better every single day. She is a Licensed Clinical Psychologist who specializes in Women and Trauma. Murphy shared that she is also a sexual trauma survivor.

She expressed the need for policy reform and working together to create a system, environment and team that works to enforce that policy on a 24/7 basis. She noted that policy reform is absolutely necessary, and emphasized the importance of prevention and how policies can address the prevention aspects of sexual harassment and bullying. She suggested educating all students about what sexual harassment and bullying are, how to identify it, talk about it, and report it. She suggested that the academic system should provide a safe way for students to report these issues.

She asked the Board to respond to this need in a way that prioritizes restorative justice rather than take a more punitive approach, to ensure a solution that emphasizes ongoing learning and encourage empathy building. Cira recommended a climate survey to better understand the children's experiences and learn about why they feel so demoralized about these issues. She also suggested identifying teachers who will champion this cause as the community strives to change the culture on these issues. Cira shared that she is here this evening with community members who are happy to help the Board and the district in any way that they can.

Christian Murphy, an Oak Park resident and a parent of a student at Brooks Middle School and one at Oak Park River Forest High School, explained that he is a prevention specialist on college campuses and military bases. He explained that he wants his son to be more adept to these issues than his daughter, suggesting that boys need a voice to be a proactive difference. He shared that the issues recently at the high school have been stunning, but not shocking. He expressed hope that harassment issues are not diminished by simply saying that "boys will be boys". Murphy offered to help resolve this issue.

Holly Barnes, an Oak Park resident and parent of a Brooks Middle School student and a student at Oak Park River Forest, read the statements of others;

Linda Carlson, an Oak Park resident and a teacher of Physical Education at Oak Park River Forest High School, who teaches sexual harassment classes, wrote. Unfortunately sexual harassment happens on a daily basis in our schools hallways, classrooms, gyms, locker rooms and on the playgrounds. I know this because of the countless stories my students have told me over my 25 year career. Many of them are thankful to have the sexual harassment education in the high school, but wish they had empowering curriculum to identify sexual harassment in junior high, as early as sixth grade. Unfortunately, many have felt they were left to believe that, "this is the junior high experience", or "that is just the way it is", or "boys will be boys", or "I did not even know to call the behavior sexual harassment, much less where to go and who to talk to."

I spoke with Dr. Kamm and know that you are revising the district policy. As a parent of two kids in the district, I was relieved to hear this. However, it is my strong belief, due to experience, that the student voice and parent voice MUST be a part of the revision committee. Students are the ones in the trenches and will tell you what is happening and how they will feel safe in their schools. Parents should be a part of it so that they can understand how sexual harassment is addressed and express their concerns. Having their voices on our committee at the high school was invaluable. Carlson asked the Board to let them live up to the expectation of Title IX, that everyone (children and adults) has the right to be physically and emotionally safe in our schools.

Karen Kitto, an Oak Park resident and parent of one student at Brooks Middle School and one at Oak Park River Forest High School, wrote the following;

I am relieved to learn that the district is revising its sexual harassment policy. Given the climate at our middle schools, this has become an urgent matter. I have a few suggestions. The policy needs to be extremely clear. It also needs to be widely shared – the fact that it exists, the content, and procedures of the policy. Students, parents and staff need to know what the chain of events is, who to report to, how a child's confidentiality will be protected, how quickly steps will be taken to resolve the matter, and how the family and student will be notified of the outcome. Our families need to know four things, first and foremost:

1. That District 97 has a sexual harassment at school policy
2. What constitutes sexual harassment
3. That sexual harassment is illegal, not the fault of the victim, and will not be tolerated

PUBLIC COMMENT (Continued)

4. What a student should do (and who to talk to) if she or he suffers from sexual harassment
Once an initial policy has been drafted, three more things need to happen;

- 1 The district needs to quickly and widely share the policy, with a call for community input and collaboration
2. District 97 needs to make a commitment to educate staff, parents and students about sexual harassment
3. When transgressions occur, they need to be dealt with swiftly and consistently

To conclude, she shared excerpts from an article by Julia Delacroix, from the website tolerance.org which provide insight and specific suggestions for this type of policy development. She encourage the Board to work toward a culture of respect, support the equity of all students and teach them about consent and respect.

Susanne Fairfax, an Oak Park resident read a letter from a person who wants to be anonymous, the letter read;

My daughter started at Lincoln in first grade. At the end of the each summer, she would have terrible anxiety about school starting, meltdowns and just inexplicable terror. Except this year. Going into sixth grade, into middle school, anticipating all the changes and challenges, she was, for the first time, uncharacteristically optimistic.

On the first day, she had her cinch sac, and her supplies and she waited outside with her friends since Kindergarten. The first kid who talked to her, before she even walked in the front door of the school, was another sixth grader who angrily said sexually inappropriate things to her.

She did not understand why someone would say that, much less say it to her. But she did know that now she felt sick to her stomach and did not want to go to middle school. She asked her friend who goes to a local private school if people talk that way to each other. The answer was, “no way”. You would get in so much trouble. Yet she hears it everywhere in the school, every day, in front of the teachers.

A few weeks later, a group of boys at her art table talked to her in a similar way. She told her teacher, who had heard them. Her teacher said she would move her daughter, but actually did nothing. So my daughter just lived with it. She finally told me. I told the assistant principal, and my daughter was moved. The most aggressive boy went to the principal. The other boys had no repercussions. The lead boy continues his behavior in other classes in other ways.

The last experience was the most revolting. My husband went to a parent teacher conference and my daughter’s only male teacher told my husband that he had heard that my daughter had experienced some “vulgar language” and how she should get used to it. That the boys could not be expected to control their language. I think that says everything about the culture and training at our school.

Patrick O’Shaughnessey, an Oak Park resident and parent of fourth grade twins at Whittier, spoke in support of the other parents this evening. He expressed the need to make sure that his children are safe at school and free of sexual harassment. He shared that they have already received a pop up from a boy, who was testing out language he heard. Since then, the district changed the policy about kids messaging to each other. He shared that he does not want his son in a school setting where he can learn this behavior. He asked the schools to support this effort. He reminded the Board that peers say and do things that they pick up. He noted that this effort is important to those who have been targeted. O’Shaughnessey expressed support of those addressing the Board this evening.

O’Shaughnessey read a letter written by an anonymous parent, who wrote;

Things my children have reported happening in District 97 schools (which have been dealt with at various levels of transparency/seriousness):

- Second grade – a classmate told my seven year old he wanted to have sex with her. I overheard this happening again at the second grade picnic.
- Fifth grade – my student reports that he and his friend are the targets of homophobic teasing.
- Sixth grade – outside while waiting to go into the building another kid told my 11 year old he was going to beat him up and sexually assault him.
- Sixth grade – My student reports rape jokes are common in the building, as well as slang usage.
- Seventh grade – My student and at least one friend, who both identify as male, are regularly asked by other male students, “Do you want to be my girlfriend?”

PUBLIC COMMENT (Continued)

Our family has been lucky to have strong relationships with key people at both schools who have been very supportive, but I know that not all families do. I am looking forward to seeing what Carrie Kamm and Chris Jasculca come up with in terms of more transparent reporting and stronger policies. It would also be awesome if there were a way we could do public comment without showing up in person. I love that our community is so involved but asynchronous input is often easier.

Kathleen Priceman, an Oak Park resident, addressed the Board about the recent school report card. As a retired District teacher, she feels that it is her duty to speak up. She usually defends the district and has been an active member of the Equity Team of America to Me at the high school. She felt that it was unfair that the High School often blames their lack of success with students because the District 97 students arrive there unprepared. She expressed concern and is now rethinking her evaluation.

She defined the School Report Card data as depressing, disappointing, and disheartening. She noted that both middle schools earned the rank of underperforming. Thankfully, ISBE recently lowered the standard in order to put more schools in compliance. I would not be as worried if there were not 49 other states, and numerous nations that our children will be competing against for a spot at the university and in the workplace.

Priceman shared that she could not find any bright spots in the report, noting that all the data points are sadly inadequate and do not reflect what our children are capable of. She noted that, as a teacher in the district for 20 years, she is appalled but not surprised by these results. She shared that over the last decade, the district has adopted a top down, and one-size fits all curriculum for all schools. Most teachers are not invited into the conversation regarding planning, curriculum and goals and materials. She shared that she had never seen student perform at such a mediocre level, and over the last 10 years of her tenure, she was never permitted to serve on any curriculum committees, even though she asked to be included.

Telicia Moore, An Oak Park resident and Vice President of A.P.P.L.E. at Oak Park River Forest High School, and the mother of a sixth grade student, addressed the Board about cyber bullying. She reported that the high school has a policy that she would like District 97 to consider. She shared that the high school noticed that a lot of online accounts (Facebook, Twitter, etc.) were being created using the school's name, but having no affiliation with the district. These accounts were posting negative comments about the school, and because there are no restrictions online, people can say what they want. She asked the Board to consider a policy that restricts the use of the district's name unless authorization is given.

SCHOOL BOARD APPRECIATION PROCLAMATION

Dr. Kelley read a proclamation recognizing November 15, 2018 as National School Board Member Day. She presented a certificate from IASB to member Spatz for earning the title of Master School Board Member.

SCHOOL BOARD
APPRECIATION
PROCLAMATION

3.4.1 APPROVAL OF PRINCIPAL TWO-YEAR EMPLOYMENT CONTRACT AND RESIGNATION/RETIREMENT

Spatz moved, seconded by Spurlock, that the Oak Park Board of Education, School District 97, approve the two-year employment contract for Principal Jonathan Ellwanger that will culminate with Principal Ellwanger's irrevocable resignation on June 30, 2020 in order to retire through the Teachers' Retirement System.

APPROVAL OF
PRINCIPAL TWO-
YEAR
EMPLOYMENT
CONTRACT AND
RESIGNATION/RETI-
REMENT

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

Laurie Campbell thanked Principal Ellwanger for his 32 years of service, and noted that the approval of his final contract was approved with mixed emotions.

SPECIAL REPORTS

BENCHMARK ASSESSMENT SYSTEMS ADMINISTRATION AND PROFESSIONAL DEVELOPMENT
STUDENT PERFORMANCE REPORT

SPECIAL REPORTS

Amy Warke, Tawanda Lawrence, and Emily Fenske came to the table. Lawrence explained that the district administers a comprehensive benchmark assessment (BAS) three times a year for students in grades three through five. This year, the test was administered on September 11 through October 3. She noted that the district is utilizing the skills of the Instructional Coaches and Language Arts Specialists to provide training at the building level during the month of September.

BENCHMARK ASSESSMENT SYSTEMS ADMINISTRATION AND PROFESSIONAL DEVELOPMENT STUDENT PERFORMANCE REPORT (Continued)

The Benchmark Assessment System allows teachers to:

- Identify the instructional and independent reading levels of all students and document student progress
- Observe and identify students' literacy strengths and needs
- Select texts that will be productive for instruction and independent reading
- Form groups for reading instruction and identify students who need intervention

Next steps were identified as;

- Teachers will continue to analyze BAS data to identify student reading levels
 - Identify student reading levels, select texts, and document student progress
 - Form groups for reading instruction
 - Identify students who need additional support
- Share reports with parents during Parent-Teacher conferences
- Administer BAS to grades K-5 in winter and spring
- Revisit BAS expectations at the end of the year for updates and revisions

Emily Fenske reported that the BAS data is similar to that of MAP, which gives the district added insight. It was noted that BAS is replacing DIBELS at the younger level because BAS is a much more thorough assessment. Teachers are given running record assessments though out the year.

They explained that BAS takes early literacy/skills into account. Dr. Kelley explained that a lot of the reading levels are assigned a letter, not a grade level, and are assigned to the students by text complexity, not by age.

STUDENT PERFORMANCE REPORT

Amy Warke, Emily Fenske and Tawanda Lawrence remained at the table. They shared that the spring data helped to guide the School Improvement Plans. They explained that the administrators already participated in a fall data dive, noting that the cycles of inquiry, and grade level action plans align with the district's vision plan. They reported that a lot of work has been done at every level of the organization, and that the cohort data that was requested by the Board last year has been added to the report.

They reminded the Board that in 2018-2019, the district is guided by the following metrics for success;

- Improving the percentage of third grade students reading at, or above grade level (MAP RIT – 191)
- Improving the percentage of students projected college ready (MAP 70th percentile)
- Increasing the percentage of students who feel a sense of belonging at school

The Board was reminded that the data tells us what, it does not necessarily tell us who or how.

Warke explained that the Illinois State Board of Education (ISBE) designations are new this year. They are no longer about proficiency, but do include;

- Growth – 50 percent
- English Language Arts Proficiency progress to proficiency - 10 percent
- English Learner Progress – 5 percent
- Math Proficiency – 10 percent
- Climate survey – 5 percent
- Chronic absenteeism – 20 percent

She noted that Academic performance and growth make up 75 percent and school quality/student success make up 25 percent. The designations for District 97 were shared;

- Mann Elementary – Exemplary
- Whittier Elementary – Exemplary

STUDENT PERFORMANCE REPORT (Continued)

- Beye Elementary – Commendable
- Hatch Elementary – Commendable
- Holmes Elementary – Commendable
- Irving Elementary – Commendable
- Lincoln Elementary – Commendable
- Longfellow Elementary – Commendable
- Brooks Middle School – Underperforming
- Julian Middle School – Underperforming

Benchmarks of comparable middle schools were shared, noting that 18 percent of them were also identified as underperforming. It was reported that the average PARCC participation rate in the state was 98 percent, noting that District 97's participation rate was much lower.

It was reported that 49 percent of the students in District 97 met their growth targets in 2018, with the national average being 50 percent. It was reported that the African American, IEP, and Reduced/Free Lunch students are showing an upward trajectory in reading and in math. Additionally, the data shows that 46 percent of the students are college ready in math, and 54 percent are college ready in reading.

Data was shared that showed the MAP National percentile by Attainment Level in Reading over time by SY12 Reading Attainment Cohort. The data indicated a slight decline in the students in the 95 percentile and College Ready group, with a significant gain made by the Tier two and three and below grade level students. In Math, the 95 percentile and College Ready students showed a similar decline, and the Tier two and three, and below grade level students showed a slight increase.

They reported that the District and Department priorities for 2018-2019 include;

- Strengthen literacy instruction
- Strengthen middle school instruction
- Co-teaching expansion
- PBIS
- Social-emotional supports
- Professional Learning Committees (PLC)/teacher
- School Improvement Planning and Cycles of Inquiry
- Reviewing School Improvement Plans on a monthly basis

The teams will also continue;

- Learning Walks
- Fidelity checks for RUoS, WUoS, Math, and Co-Teaching
- Climate and culture teams
- PLC structures
- Data conversations in all meetings
- Internal and external coaching in literacy and math
- Cycles in inquiry
- Ongoing professional learning with administrative leadership team
- English Language (ELA)/Math Committees
- International Baccalaureate (IB) Assessment Committee and ongoing IB unit revision
- Submission on units to IB for review
- IL-Empower

The Board was asked to participate in a modified Peeling the Onion Protocol by responding to the following questions and statements;

- What I heard is ...
- A question this raise for me is ...
- What if, have we thought about, or I wonder

STUDENT PERFORMANCE REPORT (Continued)

Comments included;

- Our data is not consistent with that of the nation regarding PARCC non participation.
- There were students who chose not to take the test because it became a viral thing.
- Not all of our students are experiencing our schools the same. This is part of the equity policy discussion.
- The two tests (PARCC and MAP) do not align.
- Students are proficient on PARCC, but the scores are lower because of growth and chronic absenteeism.
- Not happy with what “Growth” means.

The PARCC percentage calculation was explained, noting that if a district has 100 students in the cohort, and 80 take the test and 60 show significant growth, it is figured by 60 out of 95. This calculation makes sure that districts do not encourage low performing students to sit out on test day. It was suggested that member O'Connor might have some resources to support this data.

Interest was expressed in looking at the percentage of Tier two and three students who chose to opt-out of the test.

Additional comments and concerns were shared;

- We need to react to data that we have confidence in. Some of the PARCC dip was from going from paper to computer.
- We have been talking about rigor in middle school. We need to consider the attitudes of PARCC along with this.
- The PLESS survey is just rolling out in the schools now. It will help us gauge how the students are feeling.
- The district should think about other measures that are not so testy that can help us understand how the students are doing. How can we demonstrate that better? Can we turn it into an annual report? How do they test compared to how we would feel about their learning when sitting across from them.
- What is the hypothesis as to why the data shifted?
- What is the timeframe for the implementation dip? How long do we wait to change things? Warke explained that the district needs to keep with a curriculum change for five to seven years before switching. She explained that if a district changes curriculum more often, they fall into an unescapable cycle. The District is currently in year one and two for the reading curriculum. It was noted that curriculum shifts also require financial supports for interventions (people and materials).

Board Comments included suggesting that in future presentations that timelines indicate when math and reading curriculum are introduced. Interest was expressed in seeing cohort data on co-teaching that includes students with and without IEPs. The stress level for students transitioning from elementary school to middle school was expressed as a concern, questioning whether sixth graders should attend middle school.

Concern was expressed about the IB program, wondering about how useful the program really is. Warke explained that the IB program is considered to be an accelerated program, and recommended that the district continue to support the program. Interest was expressed in seeing examples of schools that are showing significant achievement using the program. Dr. Kelley explained that one of the reasons the district chose to adopt the IB program is because of the framework. She explained that even if the middle schools were not using IB, she would still have the same expectations for them. She shared that the IB program is helping to bring the two middle schools together and raise the level of rigor. She reported that the IB bar will continue to be raised. She reported that the teacher discussions on lesson planning are much different than before IB was implemented. Warke explained that the cost of the IB program is minimal (about \$20,000, with some professional development and lesson study materials needed at an additional cost of about \$3,000). It was noted that the district implemented IB and Common Core at the same time, so comparing scores or looking for an implementation dip would be difficult. The Board was reminded that the district implemented IB because parents were concerned about the drop in scores from fifth grade to sixth grade. It was suggested that more parents are happy with IB than those who are not. It was suggested that IB might be the reason that Tier two and three are showing significant growth.

Confusion was expressed about the difference between IB and curriculum, and interest was expressed in a future discussion on this topic. Interest was also expressed in hearing more about National Board Certification for teachers.

STUDENT PERFORMANCE REPORT (Continued)

Interest was expressed in seeing data that supports the use of technology in the classroom and indicates growth. Michael Arensdorff explained that tools for measuring growth in this area have been limited. He reported that the technology team is currently vetting some of these tools.

Fenske noted that the MAP data indicates a drop in scores when there is a significant student transition. She indicated that this is common.

Dr. Kelley explained that one of the reasons the administration is doing Learning Walks is to monitor how computer work affect the climate in the classrooms. She reminded the Board that the theory of action is to build capacity of the adult practices so that every classroom has a positive learning experience.

President Spurlock suggested that the Board consider having a discussion on IB during one of the January meetings.

Member Datta left the meeting at 9:38 p.m.

ACTION ITEMS

ACTION ITEMS

APPROVAL OF MINUTES FROM THE OCTOBER 23, 2018 BOARD MEETING

Spatz moved, seconded by Breymaier, that the Board of Education, District 97, approve the revised minutes from the October 23, 2018 Board.

Ayes: Spatz, Breymaier, Liebl, and Spurlock
Nays: None
Absent: Broy, O'Connor, and Datta (absent at time of vote)
Motion passed.

- 3.2 **APPROVAL OF THE CONSENT AGENDA**
Breymaier moved, seconded by Spatz, that the Board of Education, District 97, approve the consent agenda as presented.

- 3.2.1 Approval of Bill List
- 3.2.2 Approval of Personnel
- 3.2.3 Approval of Disposal of Property

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

- 3.3.1 **APPROVAL OF INTERGOVERNMENTAL AGREEMENT WITH THE PARK DISTRICT REGARDING SHARING OF FACILITIES USAGE**

Spatz moved, seconded by Breymaier, that the Oak Park Board of Education, School District 97, approve the Intergovernmental Agreement for Shared Use of Facilities and Cooperative Planning as attached.

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

Member Datta left the meeting at 9:42 p.m.

ADMINISTRATIVE ITEMS

ADMINISTRATIVE ITEMS

CARGO CIRCLES INTERGOVERNMENTAL AGREEMENT

Dr. Kelley explained that this agreement formalizes the work the district is doing with the Township. She noted that Cargo Circles are currently being taught to the fifth graders and will soon be expanded to the sixth grade class.

LINCOLN AND LONGFELLOW CONSTRUCTION UPDATE

Paul Starck-King and Jeanne Keane reported that the Facilities Advisory Committee (FAC) has not met since the last Board update and no additional bids have been opened. They are currently waiting on the reclamation and water permits in order to break ground. They expect this to occur within the next two weeks.

LINCOLN AND LONGFELLOW CONSTRUCTION UPDATE (Continued)

They reported that between September and February, the construction, Life Safety work, and the Holmes outstanding bills will come to about \$12,000,000.

Keane reported that the boiler for Mann School will be shipped next week.

DISPOSAL OF PROPERTY

There was no discussion on this topic.

REVIEW PARAMETERS BOND RESOLUTION

Paul Starck-King came to the table. He reported that at their meeting on October 16, 2018, FORC discussed and came to a recommendation to the Board regarding the issuance of \$30,000,000 in Referendum Bonds as follows:

“FORC unanimously voted to recommend that the Board of Education approve the attached timeline for the issuance of \$30,000,000 in referendum bonds for the Lincoln and Longfellow expansion projects.”

Interest would be around three percent and the bonds would be for 10 years. Starck-King shared a draft of the parameter resolution for consideration.

LEVY DISCUSSION

The Board was reminded that there is an operating levy and a bond levy. They agreed to discussion each one individually. The Board was reminded that the levy can always be reduced. Since several members were missing from the Board this evening, they agreed to not have an in-depth discussion this evening.

The Board members were asked to share their questions this evening for future discussion. Starck-King shared that the abatement decision does not need to be made in the near future.

Member Datta returned via phone at 9:51 p.m.

Financing options and an update from Liz Hennessey were reviewed and discussed. Starck-King explained that there is flexibility in making the decision as long as the Board has a covering resolution. He explained that the district will need to transfer funds at some point to prevent a negative fund balance. An amended budget was recommended if the Board decides not to take the \$2,500,000 of DSEB. If that is the decision of the Board, a timeline would need to be determined to ensure that the process has been completed prior to the upcoming election.

It was reported that FORC has a meeting scheduled for next Tuesday when they are scheduled to discuss the options and make a recommendation. It was noted that FORC reviewed the options independently and their comments were shared with the Board.

It was noted that Liz Hennessey is leaning toward option 1, and although not a recommendation, FORC is leaning toward option 2. The Board agreed to the three scenarios to be shared with FORC for consideration.

The Board was reminded that they expressed interest in a referendum update. Members Spatz and Datta will meet regarding this request.

It was suggested that the Board consider a multi-year way to complete this process, noting the time it takes annually to make this decision.

BOARD ASSIGNMENTS

BOARD ASSIGNMENTS

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

FINANCE OVERSIGHT AND REVIEW COMMITTEE (FORC)

President Spurlock reported that the FORC chairperson reminded her that the Board received a redline version of the FORC charge for consideration last August. Member Spatz reminded the Board that they received the draft charge at the same time they were adopting some new Board Committee guidelines and wanted to make sure that the charge was in sync with the approved guidelines. This item will return to the Board for action on November 27, 2018.

INTERGOVERNMENTAL LIAISON REPORT FOLLOW UP (As needed – IGOV, COG, PTO COUNCIL, CEC, OPEF, COMMUNITY COUNCIL, TRI-BOARD ON EQUITY, POLICY AND SELF-EVALUATION)

COUNCIL OF GOVERNMENTS (COG)

It was reported that COG met last Wednesday. They discussed the recent issues at the high school and support was offered on behalf of the Board.

COMMUNITY COUNCIL

It was reported that the main presentation was on hiring and retentions. They have been informed that we hired the Alma Group for this purpose, and the district's report will be shared with the Community Council once it has been shared with the Board on December 11, 2018.

COMMITTEE FOR LEGISLATIVE ACTION, INTERVENTION, AND MONITORING (CLAIM)

The next CLAIM meeting is scheduled for next Thursday and members Broy and Spatz cannot attend. It was reported that Felicia Starks Turner may not be available to attend either. The committee has received a list of topics that the Board would like them to investigate.

CONCLUDING ITEMS

CONCLUDING ITEMS

BOARD REMARKS

Member Liebl attended the recent Education Foundation event. She reported that the event had a good turnout and the kids were engaged.

Member Spatz will be attending the National Association for the Education of Young Children's Annual Conference in Washington DC this week.

ED-RED

ED RED is asking for people to participate on a few ad hoc committees. Member Spatz volunteered to participate on a committee for Cybersecurity and the Professional Review Panel. Dr. Kelley volunteered to participate on the School Discipline committee.

President Spurlock attended an ED-RED lunch meeting with member Spatz. She reported that they are asking for volunteers. It was reported that ED-RED has a new Executive Directory who is very dynamic.

President Spurlock attended a field trip with her daughter where they had an opportunity to tour a Frank Lloyd Wright house.

AGENDA MAINTENANCE

The draft agenda for the November 27, 2018 Board was reviewed and revisions were recommended.

Dr. Kelley explained that the first portion of the event (6:30 p.m. – 7:00 p.m.) would be a showcase to highlight the five district priorities and her Community Café Series. From 7:00 p.m. – 7:30 p.m., everyone would be invited to participate in a town hall session. The Board agreed to extend the session past 7:30 p.m. if additional time is needed.

The Board members were asked to send their committee updates via email to conserve on time.

The Board members were asked to expect a Transportation update in their email on Friday.

ADJOURNMENT

ADJOURNMENT

There being no further business to conduct, President Spurlock declared the meeting adjourned at 10:32 p.m.

Board President

Board Secretary