

Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park
June 14, 2022 Regular Meeting

This meeting was held in-person and virtually using Livestream. Board members met in person along with Administration.

President Kim called the meeting to order at 6:07 p.m.

ROLL CALL

Present: Kim, Kinhal, Hurd Johnson, Moore, Ross Dribin,

Absent: Kearney, Spurlock

Also Present: Superintendent Dr. Ushma Shah, 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 Special Education Donna Middleton, Senior Director of Finance Patrick King, Senior Director of Buildings & Grounds Jeanne Keane, and Lonya Boose Board Secretary.

EXECUTIVE
SESSION

EXECUTIVE SESSION

Moore moved, seconded by Ross Dribin that the Board move into executive session for the purpose of Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees, Collective Negotiating and Litigation 5 ILCS 120/2(C)(1)(2)(11) at 6:08 p.m.

OPEN SESSION

President Kim motioned that the Board move into Open Session at 6:56 p.m. All present members of the Board were in agreement. The Board convened in Open Session at 7:02 p.m.

OPEN
SESSION

3. PUBLIC COMMENT

My name is Jacqueline Stinson, I have a student that attends William Hatch Elementary. And I am reaching out on today to address some issues and concerns to the board, and public. I am requesting that my statement is read on the record, in open forum, for the next board meeting. For the record I sent an email with chronological issues/concerns to all D97, board members March 2022, which explained on-going issues of bullying, intimidation, harassment, discrimination, and retaliation by some of Hatch staff members. I also advised board members that I would like to make a formal complaint in reference to the multiple incidents that occurred. For the record I did my due diligence, and respectfully addressed these issues according to the standard policy of change of command of D97 hierarchy.

PUBLIC
COMMENT

However as of today 05/20/22, nothing has been resolved, and the treatment of bullying, intimidation, harassment, discrimination, and retaliation continues. I would also like to state for the record that I have been denied due process of a Uniform Grievance. I was interrogated by the Complaint Manager, with questions formulated by D97 legal team. And many of these questions violated my student HIPPA rights, and my constitutional rights. Also, the Complaint Manager fail to be transparent, and disclose important information before this illegal interrogation begin. I was also threatened by the Complaint Manager, to have a Prohibition Notice put on me. I requested the Complaint Manager, to provide me with a copy of the policy that I allegedly violated. But I did not receive a copy of this Prohibition Notice. I would also

like to state for the record I have done absolutely nothing wrong, just exercising my rights and advocating for my student. Any, and all verbal/written communication by me has been conducted in a professional, and respectful manner. These threats of having me sanction from D97, school grounds are just another example of staff members abusing their authority, and a retaliatory method. The Complaint Manager along with other D97, staff members should use all their resources and energy in providing efficient service to the student instead of attacking me. I can ensure you that my concerns have validity, and I am solely seeking an amicable resolution to these issues. However, the Complaint Manager and D97, is escalating this matter by advocating, and covering up egregious behavior by unprofessional staff members instead of correcting the problem. Again, I am requesting my statement to be read on the record in open forum for the next board meeting. I also will be respectfully requesting a FOIA of the record.

Respectfully Yours,
Jacqueline Stinson
CC: All Board Members

Dear District 97 School Board,

I understand that some measures to keep our kids and teachers safe in our schools is out of our reach at this particular moment. Although we may not be able to do everything to keep our schools safe from gun violence, we can do some things, and we must. The Illinois School Code requires that all rooms occupied by students can be locked from the inside. D97 is in violation of this code, as most, if not all of the classroom doors only lock from the outside and require a key. This is unacceptable. I request that deadbolts be installed in all classrooms before the start of the 2022-2023 school year. This is a very simple and inexpensive way to keep our kids and teachers safe, and it should not be overlooked for any reason. The district can work with the Oak Park Public Health Department, Fire Department, and Police Department to make this happen as a top priority. There are locking devices such as TeacherLock (<https://www.teacherlock.com/>) specifically designed to be in compliance with other safety codes, mitigating any risk from locking the door on the inside (fire safety, for example). There is ample time during this summer to implement the most modest security measure within our schools, and with the taxes we pay to live in this school district, it is unreasonable to deny our kids and teachers the most basic way to keep safe.

Please make school safety the very top priority before school resumes. Thank you.

Rebekah Grossman

From Laura Best, for the June 14th meeting.

I am a parent of rising 5th graders at Beye Elementary, and a rising Senior at OPRF HS who attended Longfellow and Julian.

I recently discovered that the doors in the classrooms only lock from the outside. This means that the teachers must go outside the classroom into the hallway to put their key in the lock to secure the door from the outside, then run inside the classroom, but not before putting themselves at risk.

I was a Substitute teacher at Julian and Beye and noticed first-hand the lack of proper safety locks on the classroom doors. Many teachers have told me that they have requested multiple times deadbolt locks to be installed and the requests have gone on deaf ears. How is it that something this simple is so hard to get at the schools? Every school shooting is a painful reminder to the teachers of how hard it is to keep themselves and their students, our children, safe inside a locked classroom.

I ask the Board to please help keep our kids and teachers safer. My first request is for the Board to pass a motion to install deadbolts in all classroom doors. If deadbolts are not the recommended or required locks per code, perhaps other safety locking devices must be explored. Summer Break offers the perfect opportunity to get this done across the schools. The Board should also compare notes on safety procedures with other teachers in different school districts and share and implement best practices.

I understand some doors in the schools do have the ability to be locked from the inside, so why not make that the standard for all doors? Please let's make sure our kids and teachers can be safe in a locked classroom during a security breach, without the teachers putting their lives at risk by going out to the hallway to turn the key to lock the door.

Lastly, I ask that all substitute teachers that work at the schools, whether it is just for 1 day or multiple days, receive training on the lockdown procedures. Most recently I was hired to cover a maternity leave at Julian and in the 5 weeks I was at the school, not once did I get training for lockdown drill. This should be made mandatory prior to starting an assignment, especially when the district knew I would be working an extended amount of time.

Thank you.

4. ACTION ITEMS

4.1 APPROVAL OF THE CONSENT AGENDA

Moore moved, seconded by Ross Dribin 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 May 24, 2022 Board Meeting
- 4.1.2 Bill List
- 4.1.3 Personnel
- 4.1.4 Approval : 2022-2023 Regular Board Meeting Schedule
- 4.1.5 Approval : Wrestling Program Gift Donations
- 4.1.6 Approval : Device Sale and Disposal
- 4.1.7 Authorization to Pay Bills and Hire June/July/August

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

Nays: None

Absent: Kearney, Spurlock

Motion passed.

5. Administrative ITEMS

1. Renewal: Tri-District Consortium Agreement (action 7/12/22)

(Presented by Michael Arensdorff, Senior Director of Technology)

Background:

The Tri-District Technology Consortium Agreement was brought to the Board of Education in December 2016 and was signed by District 90, District 97 and District 200 on April 11, 2017. This agreement allows for joint purchasing of technology resources to increase savings and leverage cost savings options on behalf of the districts. The intent of the agreement is to ensure collaboration with a still in-progress fiber project with an eye towards other collaborative purchasing options as well. All three districts saw substantial savings in joint licensing for device management systems. This agreement was instrumental in the shared success of Remote Learning. The agreement term was set to expire on June 30, 2020 and allowed for two one-year

extensions. No concerns or issues were found with the language during the five years the agreement was in effect. The agreement brought forward for review has no changes except for the data range. The original agreement was thoroughly vetted by administration, legal counsel and each of the three boards.

Summary of Findings:

Last year, District 90 saved approximately \$13,500 in licensing during the 2021 school year. District 97 saved approximately \$7,000 and District 200 saved approximately \$5,000. All three districts will realize further cost savings in the year to come. D97 assisted in vaccinations at D200 by loaning devices to accommodate the technology required.

Furthermore, District 97 and District 200 in collaboration with the Village of Oak Park are in a discovery and planning phase in SY2022 to participate in an interconnectivity project which can be leveraged for consolidated or backup internet services, collaborative disaster recovery, and secure file transfer. This agreement would allow for district collaboration with short and long term construction plans with D200 along the south end of their campus that would lead to future joint connectivity efforts.

There is no cost to the District.

RECOMMENDATION/NEXT STEP:

Administration recommends that the Oak Park School District 97 Board of Education move forward for approval at its July 12, 2022 meeting.

2. SY23 Crossing Guard Contract (action 7/12/22)

(Presented by Dr. Felicia Starks Turner Associate Superintendent and Patrick King, Senior Director of Finance)

Summary

Oak Park District 97 has had an intergovernmental agreement (IGA) for several years with the Village of Oak Park to provide crossing guard services. As part of the IGA, the Village has contracted with Andy Frain Services, Inc. since at least 2010 to provide crossing guards during the school year. Due to the expiration of the current IGA at the end of the 2021-2022 school year, D97 will be required to contract directly for crossing guard services for the 2022-2023 school year. The District does have an interest in renewing the IGA with the Village of Oak Park in the future and administration will continue to have an open dialogue with them to pursue that.

D97 administration published a request for proposals (RFP) for crossing guard services in the newspaper in April and posted on the D97 website as well. Andy Frain Services, Inc. was the only response to the RFP. Please note the D97 annual cost history from Andy Frain (billed through the Village of Oak Park) below:

2015-2016	\$175,000
2016-2017	\$175,000
2017-2018	\$175,000
2018-2019	\$146,575
2019-2020	\$190,359
2020-2021	\$182,403
2021-2022	\$290,000 (Projected)
2022-2023	\$335,000 (Proposed Estimate)

Per discussions with Andy Frain, the recent price increases are due to market conditions, as surrounding communities (primarily CPS) are paying crossing guards a higher hourly wage and Andy Frain has needed

to raise their rates from \$14/hr to \$17/hr to remain competitive and be able to properly staff our intersections. D97 has also added more crossing guards over the past few years leading to some of the increased cost. There are now a total of 36 intersections staffed with over 40 crossing guards on a daily basis. Andy Frain also provides a full-time field supervisor dedicated solely to our District. This contract is for 1 year, with an annual renewal option for the following 3 years.

Further analysis of D97's peer districts and other school districts in the Chicagoland area was completed to determine if other crossing guard vendors exist in the marketplace and if other alternatives are feasible. Of the 23 Districts analyzed, 11 of the Districts use their local police department, 5 contracted directly with Andy Frain, and 7 managed it themselves. D97 has concluded the most viable option for FY 23 is to contract directly with Andy Frain, as it would be an almost seamless transition from the IGA with the Village, they have extensive experience with D97 and the community, and they are the only vendor in the local marketplace that can provide crossing guard services.

D97 administration did also explore managing the crossing guard program internally. While D97 Safety & Security Manager, James Hackett, will serve as the internal lead on implementing this contract, it was determined that this option would be costlier than outsourcing it to Andy Frain. D97 would have the same staffing challenges and would need to pay the same hourly rate as Andy Frain to hire over 40 employees and most likely a full-time salaried field supervisor. In addition, there would be a large expense for supplies, training, insurance, etc. D97 will continue to monitor data and work with Andy Frain to ensure intersections are properly staffed daily to ensure safe passage for our students throughout the school year.

Motion

Administration is seeking a motion that the Board of Education of Oak Park Elementary School District 97 approve the contract provided with Andy Frain Services, Inc.

6. SPECIAL REPORTS

6.1 Implementation of Public Act 102-0339

(Presented By: Dr. Ebony Lofton Academic and Accountability Officer & Donna Middleton, Senior Director of Special Education)

Purpose of Report:

The purpose of this report is to provide the Board of Education with information relative to the implementation of Public Act 102-0339. The information in this report is divided into the following sections:

- Requirements of Public Act 102-0339
- Implementation of Public Act 102-0339 in District 97

Background:

Public Act 102-0339

Public Act (PA) 102-0339 was enacted on August 13, 2021 to amend Section 10-20.33 of the School Code. Further revisions to the Illinois State Board of Education's (ISBE) rules to align them with PA 102-0339 were adopted on January 19, 2022. Please click here to access it in its entirety: [Public Act 102-0339](#). The [Goals and Benchmarks](#) provide additional information.

Requirements of Public Act 102-0339 (PA 102-0339)

There are several requirements of PA 102-0339. One of the requirements assigns each school district board with creating an oversight team that consists of, but is not limited to, teachers, paraprofessionals, school service personnel, and administrators.

Based on a review and analysis of the data on the use of physical restraints and time outs in the district, the oversight team must submit a district-specific plan to ISBE prior to July 1, 2022 that will include:

1) a goal to reduce the overall number of incidents of Restraints/Time-Outs (RTO) and the total number of students subjected to RTO interventions that are in alignment with the ISBE's goal:

ISBE's RTO Reduction Goal: The plan's objective shall be a 25 percent reduction in the use of physical restraint/time-out/isolated time-out over a 12-month period for students experiencing five-plus instances in a 30-day period. This goal is common and consistent across all school districts.

2) identify steps to develop individualized student plans based on prevention that are separate from a child's IEP or 504 plan

3) procedures for sharing a student's history with appropriate school personnel that is consistent with privacy rights

4) supporting a vision for cultural change that reinforces:

- Positive behavioral interventions and support rather than physical restraint, time-out, and isolated time-out
- Effective ways to de-escalate situations to avoid physical restraint, time-out, and isolated time-out
- Crisis intervention techniques that use alternatives to physical restraint, time-out, and isolated time-out
- Use of debriefing meetings to reassess what occurred and why it occurred and to think through ways to prevent use of RTO interventions the next time

5) identify a modification process (as necessary) to satisfy the aforementioned goals

6) training goal: develop annual training focused on

- Crisis de-escalation
- Restorative practices
- Identifying signs of distress during RTO
- Trauma-informed practices
- Behavior management practices

7) resource development goal: create an "Alternatives to Time Out and Restraint Recognition Program" to share best practices that work with students based on age, IEP, and placement.

A report to ISBE must be submitted each year for 3 years on the progress made toward achieving the goals.

(Further information can be found here: [ISBE RTO Reduction Plan Checklist](#))

Implementation of Public Act 102-0339 in District 97

1. District 97 has formed an Oversight Team. The team consists of central office administration, school administration, student services coordinators, related service providers, teachers, teaching assistants, and administrative assistants.

2. The Oversight Team is meeting throughout the month of June to complete the district-specific plan.

Our first meeting included understanding our mission, analyzing District 97's RTO data, and determining a timeline for completing the necessary action items. Our next meeting, scheduled this week, includes reviewing [ISBE's RTO Reduction Plan Template](#) and creating sub-committees to complete the components.

3. Periodic check-ins will occur twice a week during June. A review of the plan will take place on 6/23/22, with submission on 6/28/22.

4. District 97 is working with Robbins Schwartz to ensure we are meeting our legal requirements. The resulting documents will be posted on the district website to inform families of the district's processes.

5. Robbins Schwartz created a template to meet ISBE's requirement of identifying steps to develop individualized student plans based on prevention that are separate from a child's IEP or 504 plan.

6. These procedures have been shared with staff and presented to school and district leaders on May 16, 2022.

6.2 Administrative Update: Curriculum Adoption Pause

(Presented by Dr. Ushma Shah, Superintendent)

Purpose

- To provide information regarding why the June 6, 2022, board meeting was canceled and proposed adoptions/pilots have been put on hold.

- To outline next steps planned during Summer 2022.

Acknowledge and Affirm

District 97 Curriculum Systems Development (Pre-Pandemic)

- From superintendent/top down decision-making to collaborative processes
- From use of varied classroom materials to consistent access to instruction across schools
- From different siloed initiatives to a deep integration of equity across everything that we do
- From isolated training sessions to ongoing teacher professional learning opportunities
- From episodic curriculum adoptions to multi-year cycles

Staff Time and Investment

- Attempt to stay on cycle and capture curriculum development time lost during the pandemic
- Significant contributions by administrators and teachers despite staffing and other challenges
- Teacher leadership and support of each other's practice
- Desire to continuously improve how we serve ALL of our students

Superintendent Responsibilities

Board Policy 6:40 (Curriculum Development)

Adoption: The Superintendent or designee shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available
6. The Illinois State Learning Standards and any District learning standards, and

7. Any required State or federal student testing.

The Board of Education will adopt, upon recommendation of the Superintendent or designee, a curriculum that meets the above criteria.

Board Policy 7:12 (Ensuring Racial and Educational Equity)

The Superintendent will establish administrative regulations and procedures to implement this policy, including annual reporting on student disparities with disaggregated data for all key equity and outcome indicators (e.g. graduation rates, discipline rates, drop-out rates; composition of advanced learning classes/programs), and identification of inequitable impacts and outcomes that need attention and remediation that will be available to the public in a central, easily accessible and user friendly online space.

The Superintendent will publicly report on progress toward District goals at least twice a year, and will provide the Board with updated action plans each year. The action plans will highlight discrepancies between the targets set and actual performance when applicable, and will provide specific solutions for identifying the root cause of such discrepancies and remedying them. The report will also address the level of usage, the effectiveness of equity tools and practices, and resource allocation recommendations.

In addition, all special reports to the Board and other communications regarding new initiatives or status updates of ongoing initiatives will include a section on equity and how the particular topic of the report is consistent with this Policy and our annual equity goals.

Sample of Pending Questions

Was the pilot and curriculum adoption process comprehensive enough to ensure selection from the full range of options?

- Were evaluation criteria, data collection plans and success markers clear from the outset?
- Were curricular experiences and outcomes data of other districts carefully considered?

To what extent and in which ways did the pilots evaluate for equitable outcomes?

- Were the needs of students with special needs carefully considered in the recommendations?
- The disaggregated assessment data from the reading Units of Study shared during the April 26, 2022, presentation demonstrate that white students grew at a higher rate than the overall average, than Black students, than Latino/a students, than students with IEPs, as well as students who receive FRL. Are these differences statistically significant? How have we wrestled with these results as part of the curriculum adoption process?
- In the case of the ELA and grammar proposals, how can the research on the science of reading be reconciled as this is an active debate that is going on right now with revised Units of Study early grades resources being only recently released?

How can we create greater coherence between different professional learning topics that are being planned?

- For example, how would the district's focus on Universal Design for Learning, restorative practice and equity be integrated with professional learning for the proposed adoptions? If it doesn't exist yet, how might a unifying framework be developed to show connections?
- How will we ensure that teachers have access to the kind of ongoing, job-embedded and collaborative professional learning opportunities that we know are required for high levels of teacher efficacy and increases in student achievement?
- Considering the high rates of staff absenteeism in the spring of 2022, how can we be confident that the \$800K+ ESSER investment of resources in addition to the TBD cost of the vendor PD contracts that were being considered will result in better instruction for students?

Given what we know about the role of principals in high fidelity instructional practice, how have our school-based leaders been involved in co-leading the curriculum review and adoption process?

- How might we further support site-based leadership of instructional initiatives?

Is there a specific plan for parent engagement with the resources that have been proposed, especially parents who have not historically been connected to the district?

Summer 2022 Leadership Actions

- Continue to understand District 97 curriculum systems development, historic context and student achievement data from different perspectives.
- Continue to review pending questions/next edge improvement and innovation opportunities.
- Offer opportunities for teachers to meet with me to gather their insights on the pending questions and to seek solutions together.
- Engage systematically with instructional administrators (cabinet/central office, principals, APs) around these questions.
- Meet with key stakeholders, including parents, to gain a better understanding of their perspectives of instruction in the district.
- Identify next steps, including external reviews of key instructional systems in the district as called for in Board Policy 7:12 (Ensuring Racial and Educational Equity).

Lastly, Dr. Shah encouraged staff to meet with her over the summer for further discussion and to either put a word, reflection, or insight in the chat before signing off the informational meeting.

6.3 End of Year School Wrap-Up and Summer Programming

(Presented by Dr. Eboney Lofton and Amanda Siegfried, Senior Director of Communications)

Highlights and Celebration Video available at www.op97.org

Summer Programming

Program	Program Details	Learner Profile	Projected Enrollment
Extended School Year (ESY)	June 15 through July 14, 8 a.m. to 12 p.m., at Holmes School	Individualized Educational Program (IEP) driven eligibility in accordance with the Individuals with Disabilities Education Improvement Act	143 students (SY21: 114 students)
Summer Boost	June 15 through July 14, 1 p.m. to 3 p.m., at Holmes School (Lunch is served from 12 p.m. to 1 p.m. for those students also attending ESY)	Any student with an IEP	106 students (SY21: 101 students)
Summer Launch	June 15 through July 14, 8 a.m. to 12 p.m., at Holmes School	Students who receive Tier 3 supports in reading and/or mathematics via the school based Multi-Systems of Support process and/or teacher referral	189 students (SY21: 152 students)

English Learner Summer Boost	June 15 through July 14, 8 a.m. to 12 p.m., at Holmes School	Newcomers and EL students with a score of 2.5 or less on the ACCESS assessment and/or per teacher recommendation	15 students (SY21: 13 students)
Middle School Math Enrichment: Math Bridge Courses for Acceleration & Summer Math Review Courses	June 13, through July 1 at Brooks Middle School <ul style="list-style-type: none"> Session #1 - 8 a.m. to 10 a.m. Session #2 - 10 a.m. to 12 p.m. 	Math Bridge Courses for Acceleration: District 97 students in grades five through seven with an interest in learning the course content and skills to advance to the next level of math instruction. The summer course is a continuation of the bridge course content provided during Trimester 3. Summer Math Review Courses: District 97 students in grades five through seven with an interest in reviewing grade level Illinois Learning Standards in mathematics and engaging in challenging performance tasks.	Bridge Students: 241 (SY21: 123 students) Review Students: 79 (SY21: 80 students) Independent Study: 22 (SY21: 9 students)
Summer Music Camp	July 25 through July 29 8 a.m. to 3 p.m., at Brooks Middle School	Students in grades four through eight with an interest in engaging in additional music experiences that complement District 97's general music and instrumental music programs	187 students (SY21: 136 students)

7. BOARD ASSIGNMENTS

BOARD
ASSIGNMENTS

IGOV met this past weekend, the focus of the meeting was continued efforts of sustainability and partnerships. Currently, efforts are being made to bring the Park District and Library on board with this work.

OPRF Community meeting was recently held, informing parents of the new cell phone policy coming this Fall at the High School. Board member Ross Dribin believes it would be beneficial for some transition planning between District 97 and District 200, so students and their families are aware of expectations.

8. CONCLUDING ITEMS

CONCLUDING
ITEMS

8.1 Board Remarks

President Kim welcomes Dr. Shah to her first official board meeting. Dr. Shah shares appreciation, mentioning she feels she is in the right place with the right people and is happy to be here.

Another board member notes, Dr. Shah you are asking all the right questions, I am confident and looking forward to what you have planned for the district.

Board member Moore cautions the board to be mindful of things that are shared, and how the narrative can be perceived in many ways some of which may not be intended.

10. ADJOURNMENT

All Five 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 8:07 p.m.

Board President

Board Secretary