

**Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park, Cook County, Illinois
September 24, 2019 Meeting**

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

ROLL CALL

Present: Broy, Kim, Breymaier, Spurlock, Liebl, Kearney, and Moore
Absent: None
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendents of Human Resources Gina Herrmann, Director of Communications Amanda Siegfried, Chief Academic and Accountability Officer Ebony Lofton, Senior Director of Administrative Services Felicia Starks Turner, Senior Director of Equity Carrie Kamm, Senior Director of Technology Michael Arensdorff, Senior Director of Buildings and Grounds Jeanne Keane, Consultant Rob Grossi, and Board Secretary Sheryl Marinier.

EXECUTIVE SESSION

EXECUTIVE SESSION

Spurlock moved, seconded by Breymaier that the Board move into executive session for the purpose of Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees or Legal Counsel for the District 5 ILCS 120/2(C)(1) at 6:30 p.m.

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

OPEN SESSION

OPEN SESSION

Moore moved, seconded by Kim that the Board move into Open Session at 7:00 p.m. All members of the Board were in agreement. The meeting reconvened at 7:07 p.m.

PUBLIC HEARING

PUBLIC COMMENT

President Broy called to order the Public Hearing on the Budget.

Rob Grocci updated the Board on the status of the 2019-2020 budget, and the final budget was presented. He shared the budget trends over the years and major assumptions. Grossi explained the levy process and reminded the Board that the collection of funds does not go hand-in-hand with the fiscal year.

He shared that he anticipates that the expenditures and revenues will increase next year. Excluding capital revenue, the district should see a surplus of about \$3,000,000.

Grossi asked the Board to approve the 2019-2020 budget this evening, noting that after it is signed, it will be filed with the proper authorities (county and state).

Members of the community were invited to speak regarding the budget, but no one accepted the invitation. Since there was no interest by the community to comment on the budget, President Broy adjourned the public hearing.

SPECIAL REPORTS

SPECIAL REPORTS

SY20 DISTRICT GOALS AND EQUITY IMPLEMENTATION/ACTION PLAN

Dr. Kelley shared the SY20 goals noting the importance of tying them into the equity policy. She noted that since one of the key terms is “equity”, she wanted the Board to know that the committee defined equity as,

“The state that would be achieved is a student’s success and well-being was no longer predictable by any social, cultural or economic factor. We must interrupt inequitable practices, examining biases, and creating inclusive and

SY20 DISTRICT GOALS AND EQUITY IMPLEMENTATION/ACTION PLAN (Continued)

just conditions for all. Ensuring every child receives what they need, when they need it, to develop to their full academic and social potential. Cultivating the unique gifts, talents and interests that resides in every child.”

She explained what leading for equity looks like in complex systems, and reported that the district is part of the mid-west leading on equity cohort. She explained that leading for equity is not predictable, and needs intentional, targeted practice. She told the Board that the district uses the Cynefin framework and is constantly designing strategies and has a continuous cycle of review.

Dr. Kelley shared details on the four learning goals that were approved by the Board and support Policy 1:30.

Goal 1 – Every Oak Park District 97 student is a known, nurtured and celebrated learner.

She explained that the goal is to have 90 percent of all students feeling like they belong at the schools. In order to achieve this goal, the district will align tactics with the equity policy to recognize and value diversity.

- They will look at clubs, and activities that target the students who are farthest away from the excellent target. She noted that the partnership with Y.E.M.B.A. is an example of the efforts in this area.
- By November 25, 2019, both middle schools will have teams trained in support to help with kids who are transitioning.
- Planned Lunch “N” Learns with students at schools will continue.
- The Social Justice Clubs and Book Clubs will be expanded this year under the leadership of Faith Cole.

Strategy – Recognizing and Valuing Diversity

Tactic – Student Voice and Agency

- Schools completing Gender Support Team Trainings by December 2, 2019.
- 198/360 of selected students participated in Lunch “N” Learns. (November – December 2019)
- All 10 schools have an active Social Justice Club or book club. (by May 2020)
- 25 students per school will be active in Y.E.M.B.A. Affinity Space for African American and Latinx students. (November 2019-May 2020)
- 95 percent of (Grade 1-8) students participate in PLESS survey. (November 2019, May 2020)

Tactic – Universal Design for Learning (UDL)

UDL is a tactic designed to help increase student participation in general education settings. District 97 will continue our implementation of UDL through the implementation and improvement of its co-teaching practices.

- 92 percent of students with disabilities receive specially designed instruction in an inclusive general education setting. (September 2019 – May 2020)
- 95 percent of teachers who receive a score of 90 percent or above on the Quality indicators of Specially Designed Instruction rubric. (September 2019 – May 2020)

Goal 2 – Every Oak Park District 97 student is an empowered and passionate scholar.

SY20 Measures of Student Success:

- To reduce the disproportionality of Black students receiving office discipline referrals – as measured by SWIS.
- To reduce the percentage of students who are chronically absent from school.

SY20 DISTRICT GOALS AND EQUITY IMPLEMENTATION/ACTION PLAN (Continued)

Strategy – Workforce Equity

Tactic – Hire/Retain More Teachers of Color

- 4.7 teachers of color candidates per vacancy. (15 percent of candidates of color) (by August 2020)
- 9.0 male teacher candidates per vacancy. (22 percent of male candidates) (by August 2020)
- 90 percent retention of 2019-2020 teachers of color.
- 80 percent final round interviews with at least one candidate of color. (by May 2020)
- 60 percent staffing interview panels with a minimum of two persons of color. (by May 2020)

Strategy – Eliminating Discipline Disproportionality

Tactic – Increase Restorative Practice Training for Staff

- 100 percent of social workers and school psychologists trained in the delivery of interventions supportive of Trauma Informed Care. (November 2019 – May 2020)
- 20 percent of staff trained in CHAMPS. (August 15, 2020)
- 100 percent of schools actively use advisory, morning circles or cross-grade circles. (SY20)

Strategy – Eliminating Discipline Disproportionality

Tactic – Climate/Culture Training and Supports

- 10 percent of students whose end of year attendance rate was less than 90 percent.
- 5 percent of elementary students receiving three or more office discipline referrals.
- 2.06 percent of students receiving an in-school or out-of-school suspension.
- TBD for resources and tools for staff on addressing implicit bias.

Goal 3 – Measures of Student Success

- To increase the percentage of grade 3 students reading at or above grade level – as measured by NWEA/MAP.
- To increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Reading – as measured by NWEA/MAP.
- To increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Math – as measured by NWEA/MAP.

Strategy – Equitable Access

Tactic – Literacy Audit and Resources for Targeted Support

- 100 percent of audit completion targets met (by May 2020). An external partner (Dr. Tatum, UIC) will conduct a literacy audit of the District 97 classrooms in order to develop a plan of action that aligns with the goals for advancing the literacy development of students and to support teachers.
- 80 percent of teachers reporting comfort and confidence with use of K-5 literacy resources. (September 2019 – May 2020)
- 75 percent of teachers reporting comfort with newly adopted K-5 word study resources. (December 2019 and May 2020)
- 78 families (qualifying) with Internet for ALL. (by December 2019)

Tactic – Culturally Relevant Resources for Providing Differentiated Learning Experiences

- 100 percent completion of ELA Written Curriculum revisions. (by May 2020)
- 75 percent of K-5 teachers implement the ELA Written Curriculum with fidelity. (by May 2020)

SY20 DISTRICT GOALS AND EQUITY IMPLEMENTATION/ACTION PLAN (Continued)

Strategy – Professional Development

Tactic – Culturally Relevant Training for Providing Differentiated Learning Experiences

- 100 percent of instructional coaches will determine how to implement Ready for Rigor framework in their coaching with individual teachers and teams. (by May 2020)
- 100 percent of district cohort (63 candidates) will complete National Board Certification components one and three. (by May 2020)

Strategy – Equitable Access

Tactic – MTSS (Increased Tutoring and Related Supports)

- At least 85 percent of all students identified as needing Tier 2/3 support will have an active plan in Branching Minds. (September 2019 – May 2020)

Strategy – equitable access

Tactic – After-School Transportation and Online Tutoring. (TBD)

- To increase the percentage of students who are projected college ready in mathematics – as measured by NWEA/MAP.
- To increase the percentage of students who are projected college ready in reading – as measured by NWEA/MAP.

Goal 4 – How will we measure our activities?

Strategy – Equitable Access

Tactics – Expansion of accelerated learning, and math enrichment program, and in-class supports.

- 100 percent of requests for acceleration will be completed within 45-60 school days. (August 2019 – May 2020)
- Eight out of eight elementary schools will implement the provision of co-taught differentiated supports within the classroom as well as the redesigned “pull-out” units. (August 2019 – May 2020)

Tactic – Provide Additional Teacher Resources

- 10 programs reviewed to determine return on investment/return on value of instructional technology resource/tool. (May 2020)
- 50 professional learning sessions provided to staff. (May 2020)
- 100 percent of International Baccalaureate units and assessments will be revised (for cognitively demanding student-centered experiences). (May 2020)
- Middle school reporting system will be revised to align report cards to content standards, IB components and be more student-centered. (May 2020)
- 100 percent of middle school math teachers will implement new math (CMP3) resource. (October 2019 – May 2020)

PUBLIC COMMENT

PUBLIC COMMENT

Ricci Scatton share that he has two seventh grade daughters at Julian. They experienced difficulties last year, but he thought that the problems were just because they were in the transition year. The girls would tell him about how they would get punished but other students were just sent back to class. The girls stuck with it, and this year they see a difference and want to stay at Julian now. He reported that the changes are already making an environment better for them.

PUBLIC COMMENT (Continued)

Ronald Clark shared that he is a 32 year veteran of Oak Park. He raised his son here who is now teaching at the high school. He suggested that there was a struggle early on, but supports got them through it. He explained that it required effort by both the parents and governing bodies. Clark shared that he volunteers around the village and sees need for much improvements. He thanked Dr. Kelley and the Board of Education for implementing changes. He suggested that children need to be helped at home, and attend a school friendly environment. They need to feel special and that everyone is the same. He suggested that a lot of the children do not feel welcome at the school and/or at home.

Amber Kelly and children

Kelly shared that she has four boys in the school. She shared that her oldest son's first year at Julian was rough. He had to have therapy and went into a depression. During that time, she was at the school every day. She shared that her son did not want to go back to Julian for seventh grade. Kelly shared that she has another son at Beye School, and noted that Mr. Ellwanger made it so much easier. Her third son is at Irving with Mr. Hodge. She shared that this son never felt like he did not belong at Irving. Kelley shared that her hope is that she can breathe this year. She finished by saying that she even considered home schooling for seventh grader.

Makesha Flournoy

Shared that she has never been more proud of the community than today. She declared this a pivotal moment for the district and the school leaders in and around Oak Park. She shared examples of how there is now a more diverse leadership in the community, which is a big change over the last few years. She shared that the PTOs are now doing wonderful, ground-breaking, and best in class work around diversity, equity, and inclusion for their school communities.

Flournoy suggested that the equity policy is just a piece of paper. She shared that she does not believe that this plan was truly and authentically created with the students and their families in sight, but only to check boxes. She suggested that it can still build institutional memory about what we are doing. She told the Board that other districts across the country are realizing results, not because they have a policy in place, but because they are moving steadfast and with pace, they have nurturing communities around them, and they work together towards a common goal. They are doing what is needed to be done. She indicated that the district and community will be celebrated when it has acted and when outcomes and children's lives have changed.

Flournoy explained that the parents of color do not volunteer for this work because they get paid to do so, but because they are literally fighting for their children's lives. She told the Board that there is now a coalition of parents who are willing to come to arms for the children. She suggested that the Board use the volunteers to advance this work and not take advantage of the gift.

Olivia Villa

An eighth grade student at Julian Middle School, shared that she was hoping to learn about Hispanic heritage in history class this month. She asked her teacher why they were not learning about this subject and the teacher told her that it was not part of the U.S. History curriculum, and she did not know enough about the subject to teach it. Villa noted that during the month of February, all kinds of activities are planned to celebrate African American history.

Villa noted that there are more and more Hispanics who are making history, and she suggested that if students were learning about Hispanic heritage, they would have a better understanding of the culture and the people. She asked the Board to treat Hispanic heritage month the same as all the other celebrated months.

SPECIAL REPORTS CONTINUED

COMMUNICATIONS AND COMMUNITY ENGAGEMENT PLAN ON EQUITY

Amanda Siegfried explained that she has been working with KQ Communications to identify ways to fulfill items identified in the equity plan specifically utilizing stakeholders and outreach. She explained that the focus is not just communication, but engagement. She noted the need to improve in getting folks involved in the work and building trust.

She reported that surveys were sent out in late August to all District 97 families and staff. The goal of the activity was simply to listen; to identify the different levels of awareness of the district's equity policy, and to determine

COMMUNICATIONS AND COMMUNITY ENGAGEMENT PLAN ON EQUITY (Continued)

how families are receiving district-level and school-level news and information. She shared that about 800 families responded.

Siegfried reported that the goal is to keep parents informed and engaged about plans and activities meant to create a positive learning environment for all District 97 students that is equitable.

Siegfried introduced the following objectives to achieve this goal.

- 1) To increasing the overall number of engaged parents in the district efforts around equity by 10 percent by May 2020, and to ensure that less than 50 percent of the parents of under-represented student groups are engaged in district activities.
- 2) Expand the “My D97” branding. Making community engagement part of the culture. Doing a match up, matching up new families of black/brown students with an established family. This initiative will begin with the next school year.
- 3) Increase the multi-media in social media. She explained that posts that include videos and photos are more likely to be viewed. This initiative will begin next year. Additionally, efforts will be made to send out more consistent updates via social media regarding the equity work.
- 4) Ensure that 75 percent of the parents and educators are moderately to highly aware of the district’s vision, equity plan, and activities by May of 2020.

Siegfried shared that the community newsletter is currently subscriber based. She emphasized the need to send a consistent communication out that outlines the equity work, and to build in an accountability tracker to keep staff accountable.

Concern was expressed that there is a lot of bad information on social media. Siegfried noted that there are a lot of closed groups in Oak Park that district staff do not have access to. She would like to be proactive in this area, and will encourage community members to reach out to the schools for the truth. Siegfried shared that she is considering “My D97 Leaders”. These people would be volunteers trained on how to respond to popular questions. The leaders will be armed with factual information that they could share with the community.

Board comments included appreciation for the frequently asked questions (FAQs) on air conditioning. It was suggested that the district consider a similar document on equity and display it in appropriate locations. The efforts toward community engagement were acknowledged.

An equity racial review tool was recommended, noting that it is referenced in the equity policy. It was suggested that language be included in the plan that explains when and how the tool will be created and used.

Interest was expressed in tracking the desegregated information. It was suggested that the district develop desegregated goals that will allow the Board to track disparities.

Interest was expressed in developing a long-term plan for staffing and funding the policy, and describing how and when the process will happen.

It was suggested that the plan speak to the assessment systems and making sure they are not bias. Interest was expressed in knowing where the district currently stands on this topic.

Interest was expressed in a clearer presentation of the data on page 15 of the report. A central place for tacking progress was also suggested. Dr. Kelley responded by telling the Board that three times a year the administration participates in a deep data dive across all of the schools. She explained that the district does not have a data warehouse, but suggested that the administration could provide trimester updates to the Board on a district level. She shared that administration is prepared to review the data points disaggregated for each of the schools. It was

COMMUNICATIONS AND COMMUNITY ENGAGEMENT PLAN ON EQUITY (Continued)

suggested that administration find a clearer way to explain the matrices, noting that ALMA's work or the MTSS data would be good references in this area.

Interest was expressed in a user friendly online location where people could go to access data and updates. Siegfried suggested that she meet with member Kearney to gain clarity on what he would recommend be included to fulfill this request.

Dr. Kelley explained that the targets for student success are traditionally aspirational. She explained that other districts do not set a specific target for students, but they do set specific targets for the activities that the adults are doing. Interest was expressed in administration reporting on the same things that were reported on in the past, noting that targets are needed in order to complete the superintendent's evaluation process. It was suggested that a separate conversation take place about the goals and which ones need a school year matrix.

Gina Herrmann reported that the district has been attending job fairs, and specific universities to work toward the target of hiring more teachers of color. It was suggested that the team seek out ALMA's feedback on this topic. It was suggested that some of the partners in this area are not producing candidates. Herrmann suggested partnering with one of the universities to bring in student teachers who can be groomed to develop a pipeline. It was suggested that this strategy could work for the hiring of principals too. A referral bonus was also suggested.

Dr. Kelley was acknowledged for her efforts to gain parental input. It was noted that this in one of the only times that the district was able to get parent feedback from those who do not usually participate. It was noted that 80 percent of the parents who participated felt that their voices were heard.

Carrie Kamm reported that the National Board Certification program is being intentionally designed around the district's equity efforts.

Interest was expressed in receiving a presentation on the curriculum writing efforts. Siegfried offered to send the Board a copy of the equity cohort newsletter that Dr. Kelley and Ebony Lofton are working with the librarians on.

Concern was expressed that the onus is not being put back on the teachers regarding restorative practices. It was suggested that the district go back to the source of when something is perceived as problematic. It was suggested that discipline should be the last resort.

Kamm suggested a future learning session on SWIS to help the Board understand the process. She explained that there was a glitch in the filing process in the past, suggesting that the principals may not have had quality data to review.

Dr. Kelley agreed to revisit the plan around the Board and public comments and share an updated version during the next Board meeting.

Y.E.M.B.A. AFFINITY GROUP IMPLEMENTATION - S.T.A.R.S. PROGRAM

Ebony Lofton explained that in an effort to address community feedback and in alignment with the district's newly adopted equity policy, the Teaching and Learning Department is seeking to partner with Y.E.M.B.A. to support student affinity groups at both Brooks Middle School and Julian Middle School. Qualitative student data gleaned from student narratives as well as district sponsored community conversations suggest that African American and LatinX students are disproportionately impacted by racial inequity which can result in a number of different stressors that can impact a sense of belonging.

The STARS program supports students by leveraging a 20-hour curriculum over weekly sessions that take place after school at each middle school. Session titles include (but are not limited to):

- Defining identity, race and culture
- My values and my community
- Exploring race, racism, bias and discrimination
- Identity, power and privilege
- Exploring race and education

Y.E.M.B.A. AFFINITY GROUP IMPLEMENTATION - S.T.A.R.S. PROGRAM (Continued)

- Media influences on identity
- Youth social movements throughout history
- Civic dialogue

The program culminates with a community action project. The sessions would take place from October 2019 through May 2020. Each session would be supported by one facilitator, two adult mentors, and three to five junior mentors (high school students). Each session would last approximately ninety minutes.

The total program cost is estimated at \$45,000. The estimated cost would cover the delivery of 55 student workshops, supplies, equipment, etc. Lofton noted that there would be costs for curriculum development, but that would be a one-time expense.

Lofton explained that the success of the program will be evaluated by looking at the culminating activities. Natural checks will be completed around the curriculum, attendance and engagement. She noted that Y.E.M.B.A. has already demonstrated the ability to work with students with disabilities. She explained that there is a targeted recruitment with a clear focus, ensuring that the black and Latinx students most in need are invited to participate.

Board comments included noting that the age difference between the students might make for different conversations within the groups.

ACTION ITEMS

ACTION ITEMS

4.1.1 APPROVAL OF MINUTES FROM THE SEPTEMBER 10, 2019 BOARD MEETING

Moore moved, seconded by Breymaier, that the Board of Education, District 97, approve the minutes from the September 10, 2019.

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

3.2 APPROVAL OF THE REVISED CONSENT AGENDA

Spurlock moved, seconded by Moore, that the Board of Education, District 97, approve the amended consent agenda.

3.2.1 Approval of Bill List
3.2.2 Personnel (amended)

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

4.3.1 ADOPTION OF FINAL 2019-2020 BUDGET

Kim moved, seconded by Breymaier, that the Board of Education of Oak Park District 97, adopts its final 2019-2020 budget as contained in the State budget form presented to the Board of Education on September 24, 2019.

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

4.3.2 APPROVAL OF PUBLIC OFFICIAL’S BONDS

Liebl moved, seconded by Kim, that the Board of Education of Oak Park District 97, approves the Public Official’s Bonds as presented.

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

4.3.3 APPROVAL OF HATCH BOILER

Moore moved, seconded by Kim, that the Board of Education of Oak Park District 97, approves the Hatch Boiler Replacement Bid that was presented on September 10, 2019 in the amount of 725,000.

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

4.3.4 APPROVAL OF CONTRACT WITH KQ COMMUNICATIONS

Breymaier moved, seconded by Moore, that the Board of Education of Oak Park District 97, approves the agreement with KQ Communications to supply communications support during the months of August – October, 2019 at a cost of \$48,060.00.

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

4.3.5 RECOGNITION OF CUSTODIAN APPRECIATION DAY ON OCTOBER 2, 2019

Kim moved, seconded by Spurlock, that the Board of Education of Oak Park District 97, approve the resolution recognizing October 2, 2019 as Custodial Workers Appreciation Day.

RESOLUTION

Custodial Workers Appreciation Day

October 2, 2019

WHEREAS, school district custodians and engineers are on the job long before students and teachers arrive and after they leave; and

WHEREAS, school district custodians and engineers ensure that the schools are clean and safe for all who enter; and

WHEREAS, school district custodians and engineers work tirelessly to make sure the school grounds are welcoming and inviting; and

WHEREAS, school custodians and engineers routinely clean up even the worst messes; and

WHEREAS, our community recognizes and supports its school district custodians and engineers in their efforts to make the schools a safe, welcoming environment for all who enter.

NOW, THEREFORE, BE IT RESOLVED that the Oak Park Elementary School District 97 Board of Education proclaims October 2, 2019, to be CUSTODIAL WORKERS APPRECIATION DAY; and

BE IT FURTHER RESOLVED that the Oak Park Elementary School District 97 Board of Education strongly encourages all members of our community to join with it in personally expressing appreciation to our custodians and engineers for their dedication and devotion to their work.

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

ADMINISTRATIVE ITEMS

ADMINISTRATIVE ITEMS

HEPHZIBAH AGREEMENT

Jeanne Keane reported that the district has had an agreement with Hephzibah for over 20 years. She reported that the organization has decided to not seek licensing anymore, and stop accepting children who are three years old and under. This will remove some of the restrictions that were placed upon the organization and will allow them to expand their programming in the schools. This change will allow the organization to have a higher ratio of children per square foot of space.

Board comments included a suggestion that the district should consider charging Hephzibah more for the facilities usage.

POLICY REVIEW

This item was tabled.

BOARD ASSIGNMENTS

BOARD ASSIGNMENTS

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

FACILITIES ADVISORY COMMITTEE (FAC)

It was reported that the website link for capital updates regarding temperature control frequently asked questions has been updated.

The ADA projections for Beye School were revisited and revised. The cost is now closer to the 5-year plan.

The committee will review the budget numbers for the Lincoln and Longfellow School renovations during the next committee meeting. The project manager is confident that the projects came in under budget and the district will receive a refund.

The Longfellow elevator has not been delivered yet, but the students and staff are working around the inconvenience.

Projections for the 5-year plan will be shared with the committee on October 2, 2019.

FINANCE OVERSIGHT AND REVIEW COMMITTEE (FORC)

FORC will be meeting on October 10, 2019. President Broy asked that updates for this meeting be sent to the committee and Board members at the same time.

COMMITTEE FOR COMMUNITY ENGAGEMENT (CCE)

CCE is scheduled to meet on October 2, 2019. President Broy noted that she will respond to the email received from CCE chairperson Kara Miller.

CLAIM

It was noted that the CLAIM committee has not met since the last Board meeting. It was reported that member Breymaier will not be able to attend the committee meetings between now and December, so President Broy will attend the meetings in his absence.

INTERGOVERNMENTAL LIAISON REPORT FOLLOW UP (as needed – IGOV, COG, PTO council, CEC, OPEF, Community Council, Tri-Board on Equity, Policy, and Self-Evaluation)

IGOV

It was reported that the October 26, 2019 meeting with the county assessor is on hold, due to scheduling conflicts. When the group meets, they are expected to hear about a more equitable way to assess property values.

PARENT TEACHER ORGANIZATION COUNCIL (PTOC)

It was reported that the group received a presentation on MTSS and it was well received.

The group had some questions about the difference between donations and sponsorships, noting that Mann School has an opportunity for a sponsorship. The group discussed the Board policy on the topic, and decided a further discussion was needed.

After school tutoring was also discussed, noting that Mann School has a robust program that is showing results.

The group discussed MAP scores and the lack of clarity on how they are shared with families. Concern was expressed about the lag time between the issuance of the scores and the parent's receiving them.

OAK PARK EDUCATION FOUNDATION (OPEF)

OPEF held a retreat last week with the focus on its strategic planning. They discussed planning, fund raising, program expansion, and marketing. It was reported that the group is considering a name change that would align them with the district's equity efforts. It was shared that the current board is a "working board" that wants to form committees and find volunteers, and the team is trying to meet the needs of these board members.

COMMUNITY COUNCIL

The Community Council met at the high school. It was noted that most of the committee members are River Forest residents. The group participated in a discussion about curriculum changes for freshmen, and racial equity in general. Concern was expressed about how the community is receiving information.

Dr. Kelley shared that the goal of District 97 is to prepare the students for their freshman year. Administration took that into consideration when identifying the targets that it is trying to achieve. She noted that some of the communities who are trying to eliminate disparities made changes to their curricula decades ago. She reported that some districts offer advanced placement (AP) classes to everyone. She suggested that if you raise the bar, every child can meet it.

POLICY COMMITTEE

The Board secretary offered to email historical data on the Facilities Usage Fees to member Kearney.

BOARD RETREAT DATES

Dr. Kelley recommended that the Board consider participating in all three professional development offerings that were recommended;

- Performance Fact (dinner meeting) to hear about the learning experiences that the staff are involved in related to the action plan.
- National Equity Program (half day) to support Board challenges related to support of the implementation of the equity policy.
- CROAR (full day) to participate with the Ad Leadership team.

GEAR was recommended by a Board member, suggesting that this group could tailor a program for the district.

It was suggested that November 9 be considered for one of these activities, since the full Board had indicated availability on that day.

It was agreed that this item will return to the Board for approval on October 15, 2019.

CONCLUDING ITEMS

CONCLUDING ITEMS

BOARD REMARKS

Member Spurlock attended the Hephzibah Annual Meeting on Friday September 20, 2019. Senator Don Harmon was the guest speaker and he gave a 40 minute "State of the State" address that included information on the financial situation of the state as well as recently passed legislation. The part that is relevant to schools is a discussion about the transfer of responsibility for pensions to the schools (from the state). He pointed out that it would not be retroactive, and that it would be a major burden on schools. It would require a roll out that allowed for districts to adjust. He did not say one way or another whether it was a serious consideration, but the fact that it is being discussed means it is not off the table.

Member Moore will be attending a restorative practices conference on October 4 through 6, 2019, and member Liebl will also be attending on October 5, 2019. This is a free conference that will address safe learning environments at school.

AGENDA MAINTENANCE

This item was tabled.

ADJOURNMENT

ADJOURNMENT

Moore moved, seconded by Breymaier to adjourn the meeting. There being no further business to conduct, President Broy declared the meeting adjourned at 10:50 p.m.

Board President

Board Secretary