

**Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park, Cook County, Illinois  
September 25, 2018 Meeting**

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

ROLL CALL

Present: Spatz, Spurlock, O'Connor, Liebl, Breymaier, Broy and Datta (arrived at 6:34 p.m.)  
Absent: None  
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendent for Finance and Operations Paul Starck-King, Assistant Superintendent for HR Laurie Campbell, Chief Academic and Accountability Officer Dr. Amy Warke, Senior Director of Special Services Eboney Lofton, Senior Director of Administrative Services Dr. Felicia Starks Turner, Senior Director of Equity Dr. Carrie Kamm, and Board Secretary Sheryl Marinier.

EXECUTIVE SESSION

Breymaier moved, seconded by O'Connor, that the Board of Education move into Executive Session at 6:31 p.m. to discuss (Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees or Legal Counsel 5 ILCS 120/2(C)(1), Pending Litigation 5 ILCS 120/2(C)(11))

Ayes: Breymaier, O'Connor, Spatz, Liebl, Spurlock, and Broy  
Nays: None  
Absent: Datta (arrived at 6:34 p.m.)  
Motion passed.

OPEN SESSION

O'Connor moved, seconded by Broy, that the Board of Education move into Open Session at 6:54 p.m. All members of the Board were in agreement. The meeting reconvened at 7:04 p.m.

SPECIAL REPORTS

**SPECIAL REPORT**

NATIONAL EQUITY PROJECT: WHAT DOES POWERFUL LEADERSHIP FOR EQUITY LOOK LIKE AT THE BOARD LEVEL?

Dr. Kelley reminded the Board that anyone can lead for equity, and this evening she invited a unique panel to participate in a discussion on the topic.

- Pat Savage-Williams, Evanston School District Board President
- Jackie Moore, Oak Park River Forest High School Board President
- Ralph Martire, River Forest District 90 Board President
- Rupa Datta, District 97 Board Member

Kathleen Osta, Rodney Thomas and LaShawn Chatmon from the National Equity Project (NEP) were also introduced. Osta was invited to facilitate the panel discussion. She explained that NEP works with leaders and helps them address the equity issues in their communities. She noted that leaders working together can make change. She explained that it is the belief that the educational system was not originally designed to educate everyone equally, therefore, their work is fundamental for communities to thrive, and doing this work together makes things better for young people.

She asked the panel members to contemplate the following questions;

- What does it look like to take on leadership for equity at the school board level?
- What is required of us now?
- What matters most about this conversation, and why?
- Why does it matter to me?

She noted the importance of community agreement on this issue, and asked if the panel could commit to;

- Notice moments of discomfort and stay curious
- Listen fully with your ears, eyes and heart

## NATIONAL EQUITY PROJECT: WHAT DOES POWERFUL LEADERSHIP FOR EQUITY LOOK LIKE AT THE BOARD LEVEL? (Continued)

- Speak your truth without blame or judgement
- Be open to the experience of this session and each other

Each panel member was asked to begin by sharing their own story, and the Board members and those in attendance were asked to note words or phrases within the stories that made them curious.

Savage Williams shared that she has been on the Evanston board since 2013, and president for four years.

Moore shared that she has been on the Oak Park River Forest High School board since 2013, and president for two years.

Martire shared that he has been on the District 90 board for about eight years, and president for five. He noted that his day job focuses on educational policy.

Datta shared that she has been a member of the District 97 board for three and one half years and her day job focuses on consumer education.

### **1) Why is it important to you to take on leadership for equity as a board member in your community, and what has been most rewarding, and most challenging for you as a leader for equity in your community?**

Moore explained that being a board member is directly connected to her desire for equity. Knowing the fierce advocacy is important in making sure children get what they need. She wondered if she is equipped and still feels challenged. She asked the question, "What is it like for those who are not well equipped?" She noted that not everyone is having the same experience, and she expressed the desire to make sure that all the kids feel welcomed. She shared the phrase, "You are not a visitor, but an owner", and questioned how we can make that a reality for everyone.

Savage-Williams explained that she came on to her board because of her work around equity, noting that it often comes back to the students. She shared that her daughters were feeling some of the inequities in the school, and as an equity leader, she makes it clear that she is always thinking about equity and race. She shared that everything that happens on the board has that focus. She has seen remarkable results in her community, but she still worries about her community and nation. She is scared, but has a strong sense of urgency and passion to continue this work and get others on board. She suggested that communities need to work together on this topic. She is excited about the next generation coming, and that gives her hope. She is looking for hope in the students.

Martire shared that he lives in River Forest, which is an above average, high income community, but the school he went to as a child was mixed. He suggested that the circumstances of someone's birth should not dictate their life; however, that is not how a lot of public policy systems work. He noted that, in his community, at the federal level there is a lot of overlap. When you run a regression analysis for income you still see a predictors by race. That is a challenge for the system. He noted that River Forest has all the services it needs to prevent the gap, but it is still there. He shared that his school district could have hidden behind the high performance, but they felt it was necessary to reevaluate the system to make sure that all students have what they need to succeed.

Datta shared that her entire adult life has been around income inequality. She explained that it became clear that there were technically available solutions. Around the 20 year mark of her career, she noticed that nothing was happening, so she volunteered for one of the District 97 board committees. She wanted to know why there is so much good information out there and it never made its way to the classroom. She shared that her work helps her understand the challenges of implementing implemental progress.

The Board and community were asked to identify the words or phrases that stood out?

- Challenges in implemental progress
- Frustrating having good ideas not going anywhere
- Hope in students
- Saving ourselves, do not consider us a whole body
- Not everyone is having the same experience
- Race, equity being in the forefront of work being done
- We know what to do, we have the resources and knowledge

NATIONAL EQUITY PROJECT: WHAT DOES POWERFUL LEADERSHIP FOR EQUITY LOOK LIKE AT THE BOARD LEVEL? (Continued)

- Whatever happens on the board, I am always thinking about equity
- Impressed with hope

**2) What is a source of hesitation or insecurity for you as you lead for equity in your community, and what is a source of courage for you as a leader for equity? What is your highest hope for our schools and communities?**

Savage-Williams shared that hope is a theme for her. It keeps her from going into a place of despair. She keeps seeing evidence of work not yet done. She has a strong passion so she keeps going. She expressed the importance of hearing from others doing this work with respect that not everyone will do it in the same way. She expressed the need to think about unity.

Datta shared that this question sent her into a tailspin and helped her understand her board experience in a different way. This is a small community and many people profess to want to work toward equity, but it is still unclear how we have conversations with those people. She noted that it is a difficult conversation to have with people you have a relationship with. She questioned what could possibly be more important. She noted the need for resolution now, and asked how one cannot feel brave every day when trying to solve it.

Moore expressed the need to ensure that she is speaking authentically about her experiences and not let anyone deny her experience. She shared that the community is not integrated, but diverse. She questioned how we get to a point where we can talk and listen without changing the subject or being misinterpreted. She shared that she was on the diversity sub-committee years ago. They talked about equity and diversity. She asked them to define diversity, but no one wanted to name it. She asks what diversity looks like. She shared that it was easier for her to feel heard as a board member than as the board president. She expressed the need for everyone to understand that change is hard, and to work as a group and not allow the loudest voices to take control.

Martire shared that the word the panel has not shared yet is frustration. He explained that he throws the race card out there because he wants to play with a full deck. He noted that the topic will upset people, acknowledging that system change is hard, and takes a long time. He reminded everyone that Board's go through change, and they need to stay up on it. He pushed for equity in 2014, and because of that, he has been called names by his neighbors. Everyone he talks to is educated and successful, but they tell him that "those kids" cannot learn. He expressed the need to engage them in conversation again.

The Board and community were asked to identify the words or phrases that stood out?

- How do we talk without leading to defensiveness?
- What is not being said is just as important
- We are the ones that have to solve it, how can you not feel brave?
- System change is hard, you have to imbed it
- Notion of board supporting the work, new board has to continue
- Talking, listening without being defensive
- Needing support
- Need the community, they need to support it long-term, how to talk so someone else without getting defensive
- The Circumstance of someone's birth should not dictate their life
- History of progressive equity policy allowing people to become self-satisfied
- When I think about hope it keeps me from falling into despair
- We know how to do this, we do not need more research
- Need to make personal investments in this work

This question sparked conversation. It was noted that the voices heard by a white person will vary from that of a person of color, therefore, the importance of hearing all voices was expressed. Concern was expressed that some white parents think that equity will take away something from the white children to give it to others. It was noted that one committee looks at the issue of equity as something that affects only people of color, and whites just react to it.

It was noted that Districts 200, 90 and 97 are collaborating on the issue, and District 200 is engaging students, community members and staff in the Culture Climate Behavior Committee.

## NATIONAL EQUITY PROJECT: WHAT DOES POWERFUL LEADERSHIP FOR EQUITY LOOK LIKE AT THE BOARD LEVEL? (Continued)

It was noted that Evanston has taken some brave steps toward equity. Savage-Williams noted that it started with a very active board. They participated in several intense trainings that she facilitated. She explained that nothing would be effective though if the next step does not happen. She explained the next steps as, "So now what?" She looked at where the disparities were glaring, and spent a lot of time with Jackie Moore comparing communities. There were years of discussions and committees. She noted that the process was difficult. They are now looking at the data and getting research to make sure that the students are getting what they need. Again, they are reviewing the data to determine where the disparities are glaring; black males, discipline, and dropout rates. She shared that last year was the year of the black male, and the same focus will continue this year.

Interest was expressed in knowing how to communicate quicker and help the community visualize what equity means. Savage-Williams recommended having conversations in small groups. She expressed the need to recognize that it will take time and encourage them to stay engaged. She suggested that people leave this evening and keep the conversation going. It is not a quick fix, it will take a lot of time and a lot of risk.

Concern was expressed that with board turnover, some people will choose to run to stop the equity initiative. The importance of the messaging was emphasized, and it was recommended that the boards go to the stakeholders in education and get them onboard. It was noted that District 90 is hosting four town hall type meetings per year focusing on equity and the changes that are being made. Martire noted that the universal questions for learning to eliminate gaps works great on children of all colors, and improves the educational experience for all students. Students need to feel welcome and feel that the school is relatable to them. He noted the importance of staying focused and present information to the opposition in a way that will make them want to consider jointing instead of hardening to the idea.

District 200 suggested being open to all views and asking the following questions;

- Is this in the best interest for our students?
- How do we get in place the things that will guide the strategic plan work?

## Closing reflections

- It was agreed that although there might be a sense of urgency around the topic of equity, the district needs to communicate that this will take time, because this is a large system, not because we do not care.
- Interest was expressed in wondering if the District 97 budget story is telling the right story.
- Remind ourselves that we are doing this for each other and with each other.

## **BREAK**

The Board took a brief break at 8:31 p.m. and reconvened at 8:42 p.m.

PUBLIC COMMENT

**PUBLIC COMMENT**  
Jennifer Manning, an Oak Park resident and parent of a sixth grader at Julian Middle School, thanked the Board for their work regarding the teacher assistant shortage. She noted the challenges that children are having due to the shortage. She noted that the shortage was a problem last year as well, and suggested that the Board consider increasing the salary as an incentive to bring in more candidates. She reminded the Board that being a teacher assistant requires experience and the ability to think on their feet. She reported that the Special Education teachers at Julian and Irving are going above and beyond to fill in the gap, but they need assistance. Manning reported that she has been communicating the need to the Special Education department and with the assistant principals at Julian, and that other parents have been reaching out as well. She expressed the need for appropriate coverage, especially at Julian. She noted that, for safety reasons, many kids are not allowed outside at lunch and noted that there is a shortage of substitute teacher assistants as well. She acknowledged the difficulty the district is experiencing attracting people for the positions, noting lack of competitive pay and incentives. She suggested that the district compare the hourly salary to that of other districts. She expressed concern about the application process, noting the need to upload a video, and shared that she knows of one person who tried to apply, and changed her mind after starting the process.

Elizabeth Katzman, an Oak Park resident and parent of a third grader at Holmes Elementary School, expressed support of families struggling with the Special Education teacher assistant shortage, noting that the shortage effects the entire school community. She told the Board that the shortage is not equitable, inclusive and does not support the whole child. Because of the shortage, children are not allowed to play on the playground, and explained to the Board that because of this, a

### **PUBLIC COMMENT** (Continued)

whole class can be affected. She asked the Board to make sure that teachers have resources to educate the children, and expressed concern about teacher turnover as well. She asked the Board to see the bigger picture and work toward the root of the problem.

Vanessa Gonzalez, an Oak Park resident, supported Mannings' statement noting that teachers have more responsibility put on them due to the lack of teacher assistants. She indicated that the students are finding it stressful and could have more accidents in the bathroom because they do not have the support they need, or their physical safety could be at jeopardized. She reminded the Board that some students rely on one to one support for tasks.

President Spurlock acknowledge those who shared and explained that administration would be asked to respond to their concerns.

### **ACTION ITEMS**

ACTION ITEMS

#### **APPROVAL OF MINUTES FROM THE SEPTEMBER 4, 2018 BOARD MEETING**

Spatz moved, seconded by O'Connor, that the Board of Education, District 97, approve the minutes from the September 4, 2018 Board meeting as amended.

Ayes: Spatz, O'Connor, Datta, Breymaier, Liebl, Spurlock, and Broy

Nays: None

Absent: None

Motion passed.

#### **4.2 APPROVAL OF THE CONSENT AGENDA**

Spatz moved, seconded by O'Connor, that the Board of Education, District 97, approve the consent agenda as presented.

4.2.1 Approval of Bill List

4.2.2 Approval of Personnel

4.2.3 Approval of Supporting Organizations

4.2.4 Approval of Additional Board Meeting Dates

Ayes: Spatz, O'Connor, Breymaier, Datta, Liebl, Spurlock, and Broy

Nays: None

Absent: None

Motion passed.

#### **4.3.1 APPROVAL OF MANN BOILER PROJECT**

Spatz moved, seconded by Breymaier, that the Board approve the recommended bid and associated costs in the total amount of \$430,976.00. This amount includes awarding the contract to Stanton Mechanical in the amount of \$396,300.00 and the related costs for Architectural Professional Services, Structural Engineering, Mechanical Engineering, Electrical Engineering, Plumbing Engineering, and Fire Protection Engineering fees in the amount of \$34,676.00 (8.75 percent Fee of the Cost of construction).

Concern was expressed that the winning bid is so much lower than the others received. Jeanne Keane explained that Stanton left out the \$65,000 allowance that was included in the other bids.

Ayes: Spatz, Breymaier, Broy, O'Connor, Liebl, Spurlock, and Datta

Nays: None

Absent: None

Motion passed.

#### **SY19 DESIRED OUTCOMES FOR STUDENT LEARNING** (revised)

Spurlock moved, seconded by Breymaier, that the Board of Education, Oak Park School District 97, approve the school year Vital Sign Scorecard as presented, subject to, for student learning and growth Pillar One, Pillar Two and Pillar Three. Any additions to any part of the scorecard will be brought to the board table. Item three on student learning and growth currently reflects a district goal and following the October data dive we will revisit whether this goal should be elementary school and middle school combined, or should be two separate targets.

Dr. Kelley explained that the district will be focusing on students reading at grade level by third grade, and students being college ready. She explained that the data source used for this will connect the analytics to the ACT scores to make that prediction.

The Board held a brief discussion about the Vital Sign Scorecard. Dr. Kelley suggested reviewing the data this year and coming up with a baseline for next year. She reminded the Board that the district does not have a dedicated financial data person, so it would need to bring in someone to collect the data. She offered to provide the data by subgroups and break out by racial groups, and provide the percentage of students scoring 70 percent or higher. It was suggested that the data distinguish between governance data and administrative data. The Board agreed that bringing in a person to prepare the data (math only) was not necessary at this time. They recommended reviewing discrepancies and then revisit the options.

Dr. Kelley reported that the state of Illinois, Association of Superintendent's has a dashboard, with benchmarks, that includes all of the metrics. She is in the process of inputting the District 97 data and will share it with the Board once it is fully populated.

Interest was expressed in MAP data, specifically around math and appreciation was expressed for the inclusion of growth measures. It was noted that the elementary students typically outperform the middle school students in math. Interest was expressed in seeing more data that identifies the grade level differences. Concern was expressed for the district to be careful when setting goals to ensure that they do not appear to be gouging the community. Concern was expressed that some of the items defined appear to be administrative, and concern was expressed that the Board would be asked to take action on administrative items. Interest was expressed in data that defines how the teachers work.

Interest was expressed in analytics related to Pillar 2. Concern was expressed that one of the metrics was based on the number of social medial "likes". Interest was expressed in how the district is interacting with the stakeholders face to face.

President Spurlock reported that the Superintendent's Evaluation Committee will need to review this information and bring a recommendation as to what data to use in regard to the Superintendent's evaluation.

Dr. Kelley reminded the Board that the focus is on being considered welcoming schools, and reviewing the activities that are available to the students outside of the school year.

Since there was a lot of discussion around the Pillar 4 work, Dr. Kelley recommended removing it from the motion for now. President Spurlock revised the motion.

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

#### **APPROVAL OF PUBLIC OFFICIAL BOND**

Broy moved, seconded by Spatz, that the Board of Education, District 97, approves the Surety Bonds as presented.

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

#### **RECOGNITION OF INDIGENOUS PEOPLE DAY**

Breymaier moved, seconded by O'Connor, that the Board of Education, District 97, declares that we, as a district, commemorate Indigenous Peoples' Day to be recognized on the same day as Columbus Day each year. This motion does not replace Columbus Day due to limitations in the Illinois School Code. This motion acknowledges the Board's desire to recognize the contributions, cultures, and dignity of Indigenous people.

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

#### **ACTION ON LINCOLN/LONGFELLOW CONSTRUCTION MANAGER**

Broy moved, seconded by Spatz, that the Board of Education, District 97, approve Bulley and Andrews as the Construction Manager for the Lincoln Construction, Lincoln Life Safety, Longfellow construction, Longfellow Life Safety projects scheduled to begin in November 2018 and be completed by the start of school year 2019, and the execution by administration of the related contracts.

Ayes: Broy, Spatz, Liebl, Breymaier, O'Connor, Spurlock, and Datta

Nays: None

Absent: None

Motion passed.

It was reported that the Facilities Advisory Committee (FAC) reviewed the Construction Manager proposal, and is recommending that Bulley and Andrews be awarded the contract. FAC deemed that the amount of the contract is within the competitive market rates. It was noted that even though services are an exception under school code, the process was reviewed by the district's legal counsel. Jeanne Keane talked to several principals who dealt with Bulley and Andrews in the past and she received good feedback.

Starck-King noted that with the Holmes School construction, the Board was asked to approve both the project and the Construction Manager in one motion, but when the Board agreed to move forward with the Lincoln and Longfellow construction projects, only the project was approved, and the construction manager was not included. He explained that there is no need to approve an architect because STR is already under contract with the district.

The Board was reminded that there is a policy that requires the Board to review the professional service contracts every five years; however, the STR contract is within those limits.

Board comments included concern that there are a lot of red flags. The need to make the right decision, instead of the best practice approach was recommended.

#### **4.4 APPROVAL OF ADMINISTRATOR CONTRACT AMENDMENTS**

Broy moved, seconded by Breymaier, that the Board of Education, District 97, approve amendments to individual employment contracts for administrators listed in the memo whose previous salaries were increased at a percentage below the CPI level of 2.1 percent for a total of \$11,630.

Ayes: Broy, Breymaier, Datta, O'Connor, Spatz, Liebl, and Spurlock

Nays: None

Absent: None

Motion passed.

ADMINISTRATIVE ITEMS

#### **ADMINISTRATIVE ITEMS**

##### **LINCOLN / LONGFELLOW CONSTRUCTION UPDATE**

Jeanne Keane came to the table with Peter Kuhn from Bulley and Andrews and Jennifer Costanzo from STR. They shared an update on the bid packages, reporting that the first bid packet is out and the bid opening is scheduled for this coming Friday. The bids will be reviewed by FAC on Tuesday and return to the Board in early October for review and approval in late October.

They reported that FAC expressed no interest in revisiting option B (construction design), but the Board agreed to bid option B as an alternate anyway. The timeline was shared, noting that the team will need to work around the holiday schedule, with construction beginning in November and completion of the project scheduled before the beginning of the 2019-2020 school year.

Board comments included interest in seeing the cost of the items that are being cut from the plans.

It was agreed that an update on the Lincoln/Longfellow construction will be shared at every board meeting moving forward.

#### **INTERGOVERNMENTAL AGREEMENT WITH THE VILLAGE OF OAK PARK REGARDING CROSSING GUARDS**

The Board members did not have any questions or comments regarding this agenda item.

## INTERGOVERNMENTAL AGREEMENT WITH THE PARK DISTRICT FOR SHARING OF FACILITIES

Concern was expressed that the document was revised without explanation, and it was noted that the document conflicts with the Facility Usage Agreement in reference to priority usage. Interest was expressed in possibly collapsing all the Park District IGAs into one agreement, or at least cross referencing the documents. Starck-King explained that the agreement is two-ways, so the district has priority if the district wants to use any of the Park District facilities.

Interest was expressed in allowing the District to have digression to change its mind, and for the district to figure out which IGA reflects the current practice. A list of priorities by school day and after school was suggested.

## 2018-2019 BUDGET DISCUSSION

Starck-King presented the most current version of the 2018-2019 tentative budget explaining that the document will probably change again before Friday morning's public hearing meeting. He presented the Operating Funds and the Capital Funds separately. He noted the difference between the unaudited actual and the tentative budget, explaining that the primary difference is due to taxes.

Starck-King assured the Board that the Mann boiler expense is included in the budget, that there is normally a levy without abatements, and that the TIFs were not planned to expire this year, and did not affect the budget.

Starck-King reported that the Operations and Maintenance discrepancy has a \$2,000,000 transfer to Capital to correct a deficit in the anticipated 2018 audit results. As a result of \$6,000,000 expenditures, there was a \$10,000,000 DSEB assumption and the \$800,000 assumption for the sale of the warehouse which this budget amendment resolves. He reported that the district did not spend more than projected, it just did not get the revenue that was anticipated.

In reference to the expenditures, Starck-King shared that the resources are aligned to support vision and professional development, and operating at a flat expenditure level despite enrollment growth. He shared that salaries reflect a sustainable model.

Starck-King noted that the \$24,800,000 needed for the Lincoln and Longfellow construction and Life Safety projects, and the \$9,000,000 needed for the Holmes bills that are still outstanding from construction are included in the budget, and the New Debt Service from DSEB and the Referendum bonds will cover those expenses.

He summarized by reminding the Board that pre-referendum, the district was operating with a deficit and the buildings were at capacity. Post Referendum, the district now has an operating surplus (excluding transfers), and the buildings are being expanded to meet student needs. He reminded the Board that the levy hearing will be scheduled for December 11, 2018.

The Forecast 5 graphic was shared. Concern was expressed about 2020 and beyond because fund balance is projected at 40 percent or above. It was noted that the Forecast should include additional teachers at Lincoln and Longfellow for next year.

Board comments included interest in seeing the curve with another \$2,500,000 abatement, and it was recommended that the Weekly Report to the Board include an update.

Choices for this year's budget were identified as;

- Abatement in levy
- How much to borrow in bonds
- How much to allow expenditures to exceed revenues
- Small discretionary expenditures

The Board was reminded that the budget can be amended at a later time, therefore, some of these decisions do not need to be made immediately. Starck-King was asked to review the department budgets before the end of the week.

Concern was expressed about the budget process and how amounts are determined. It was suggested that the budget include some definition lines for clarity. It was noted that a spreadsheet of all contracts over \$25,000 used to be shared.

Starck-King was recognized for his efforts on the budget, and it was agreed that the budget and Chief Financial Officer update will be added to future agendas and removed when not necessary. Additionally, the Treasurer's Report will be shared in the new format and can be used to keep track of expenditures.

**BOARD ASSIGNMENTS**

STANDING BOARD COMMITTEE LIAISON REPORT FOLLOW UP (AS NEEDED –FAC, FORC, CCE AND CLAIM)

BOARD ASSIGNMENTS

The Board members were asked to share written updates prior to the Board meeting in an effort to save time during the public session.

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

The Board members were asked to share written updates prior to the Board meeting in an effort to save time during the public session.

SPECIAL REPORT FOLLOW UP – NATIONAL EQUITY PROJECT: WHAT DOES POWERFUL LEADERSHIP FOR EQUITY LOOK LIKE AT THE BOARD LEVEL?

Member Breymaier reported that he shared an email update with the Board members, and he is receiving updates from Dr. Kelley and Dr. Kamm regarding the Equity Policy. He indicated that the policy will be ready to present to the Board in November, and asked the Board members to share their thoughts on this topic with President Spurlock or himself within the next month.

**CONCLUDING ITEMS**

CONCLUDING ITEMS

**BOARD REMARKS**

It was reported that David Pope's report on community spending will indicate that District 97 always spends more than what is budgeted. President Spurlock told Pope that expenditures are flat, so Pope offered to share anything that the Board would like to share regarding the District's budget. It was noted that Pope has already shared his report with IGOV.

Interest was expressed in knowing if the tax limitation referendum wording has been drafted.

President Spurlock and Dr. Kelley attended a Strategic Plan meeting for the Park District last week. It was a good meeting, very complimentary to the Park District. It was noted that the strategic plan focuses on access and being welcoming. It was noted that some taxing body leadership was not in attendance.

It was reported that Ralph Martire from District 90 presented at a CLAIM meeting recently. The meeting, held at Julian Middle School was well attended. Gratefulness was expressed that the district has someone of Mr. Martire's caliber who lives in a neighboring community and is willing to share his expertise.

It was reported that IGOV is planning a potential candidate's forum on October 18, 2018. Board members were asked to spread the word.

Member Breymaier commented on the fact that member Spatz announced that he will not be seeking reelection. He noted that Spatz is a great colleague and will be missed on the Board.

**AGENDA MAINTENANCE**

The draft agenda for the October 9, 2018 Board was reviewed and revisions were recommended.

It was noted that the Superintendent's Evaluation team was not included on the Committee list for the year. Member Breymaier offered to participate on this team.

ADJOURNMENT

**ADJOURNMENT**  
There being no further business to conduct, President Spurlock declared the meeting adjourned at 11:05 p.m.

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Board President

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Board Secretary