

**Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park, Cook County, Illinois
October 15, 2019 Meeting**

Vice President Kim called the meeting to order at 6:04 p.m.

ROLL CALL

Present: Broy, Kim, Liebl, and Moore
Absent: Breymaier, Kearney and Spurlock
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, Attorneys Phil Gerner and Kaitlin Eastman, and Board Secretary Sheryl Marinier.

EXECUTIVE SESSION

EXECUTIVE SESSION

Moore moved, seconded by Broy 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 6:04 p.m.

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

OPEN SESSION

OPEN SESSION

Broy moved, seconded by Moore that the Board move into Open Session at 7:02 p.m. All members of the Board in attendance were in agreement. The meeting reconvened at 7:06 p.m.

RECOGNITION OF SCHOOL LEADERS

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SCHOOL LEADERS

Broy moved, seconded by Liebl that the Board approve the following proclamation.

**PROCLAMATION
NATIONAL SCHOOL ADMINISTRATOR MONTH**

WHEREAS, school administrators play an important role in the education and growth of children in elementary, middle, and secondary schools throughout the Village of Oak Park; and,

WHEREAS, school administrators are responsible for promoting education and working with parents and teachers to ensure that each child receives services that meet their needs to excel in the classroom; and,

WHEREAS, it is the primary responsibility of the Oak Park Elementary School District 97 to preserve and improve resources for schools so that all students have the opportunity to receive a quality education and foundation for a successful future; and,

WHEREAS, the Board of Education, which represents Oak Park Elementary School District 97, believes that learning is a lifelong process and that the education of our children is the highest priority; and,

WHEREAS, for that reason, the Board of Education is dedicated to developing, supporting, and advocating for innovative school leaders; and,

RECOGNITION OF SCHOOL LEADERS (Continued)

WHEREAS, educational leaders face many challenges in educating our young people and it is through their perseverance and passion that Oak Park Elementary School District 97 is able to continue to produce quality, career ready students; and,

WHEREAS, we must continue to encourage, support, and recognize those who have a positive impact on District 97 students and the educational system in the Village of Oak Park.

THEREFORE, the Board of Education of Oak Park Elementary School District 97 proclaim the month of October, as SCHOOL ADMINISTRATOR MONTH to recognize school leaders for all they do to help our children learn and succeed.

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

PUBLIC COMMENT

PUBLIC COMMENT

Charmon Edwards shared that she owns a small business in Chicago. She recently attended an event in Oak Park and found out how wonderful the community is. Edwards told the Board that she created a hair accessory, and is interested in becoming a vendor for the district. She shared that the item can be designed in school colors and can support school mascots. She told the Board that her item is currently being sold at several local businesses.

Bob Hall shared that he has two children in the district. Hall expressed interest in knowing the difference between the old gifted and talented program and the new program.

Susan Raphael told the Board that her sixth grade son excels in math. She has requested that her son be moved to advanced math, but was told that his MAP scores are not high enough, and the only way for him to rise up is to either score higher on the MAP scores or take the summer program. Raphael said that her son’s cohort never received any additional enrichment in the classroom since the program changed. As a parent, Raphael found the current system frustrating. She questioned why the standardized testing is being used to identify students for the accelerated program if the district considers it not to be an accurate measurement of math skills.

She shared that she also has twin third graders, and both were accepted into the Gifted and Talented program. They have great teachers, but they have to sit through regular math classes that they find boring. She shared that her children enjoy the one hour a week working on critical skills and climate change, but she is concerned that the district seems to be limiting the level of books that kids can read. This is being done by limiting the level they can achieve on the BASS testing. She expressed the need for more challenging opportunities for her children.

Raphael expressed interest in learning more about acceleration options for her children since they currently excel in their work, expressing concern that there does not seem to be more information available, what it means, and how it works, or will it be implemented after her daughters have left elementary school. Raphael recommended that the district consider teaching typing skills, noting that most of the sixth grade homework is done on the Chromebook, and most of the time it is his son’s typing skills that limit his quality of work.

Rachel Hahs, noted that each school is allotted one GTD teacher, but expressed concern that the sizes of the schools vary, so the children at larger schools are not getting the same services as those in smaller schools. She told the Board that her fourth grader is receiving 30 minutes of instruction while students at other schools are receiving a full hour, suggesting that this is an inequitable appropriation of GTD resources. Hahs explained that since the GTD program has already been severely gutted, she is advocating that this be addressed immediately.

Hahs told the Board that last year her daughter was pulled out six to seven hours a week for the reading and math GTD program. This year, she is being pulled out for 30 minutes total. Her daughter is doing math at above grade level, but now she will not be able to access GTD resources for math above her grade level. She expressed concern that a child performing at the 95 percentile or above will not get their needs met. She expressed concern about limiting instruction and enrichment to the grade level, noting that her child’s needs will not be met with this

PUBLIC COMMENT (Continued)

approach. Hahs told the Board that she advocates for additional pullout support for gifted students, and support for students to be taught at their knowledge level, and not limited by artificial restrictions that were put in place by the district.

Bill Pierson, who has a sixth grader and fourth grader expressed support for others speaking this evening regarding the gifted program. He told the Board that the community was only given a day and a half to review the presentation on the gifted program and feels that the community is being steamrolled.

Regarding attendance, Pierson told the Board that he feels that the attendance goal is based on an average of all attendees, but should be focusing on chronic absenteeism. He suggested switching emphasis to raising the goal for chronic non-attendees, noting that this will raise the levels for both attendees and chronic non-attendees. He told the Board that he assumes that the new social workers will assist with chronic non-attendees. He noted that the ISBE teacher attendance statistics, indicate that three years ago teacher attendance was at 89 percent. Two years ago it was 70 something percent, and last year it was at 65 percent. He considered that the numbers might be in error, and suggested that someone review the data, but reminded the Board that the children look to their teachers as examples.

Finally, Pierson told the Board that the last time he spoke to the Board, his statement was not documented accurately in the Board minutes. He suggested that time be spend to assure accuracy.

Marc Grouly shared that his personal experience with the GTD program this year is that a lack of clarity around what is happening with the program has created some confusion. He noticed a reduction in pullout time for his daughter, noting that her time has been limited and the program started later this year. He told the Board that the lack of clarity and direction last year into this school year has been problematic, and he expressed concern that the data seems to be inconclusive, yet the district is making long-term decisions based on that information. The recommendation identifies changes in the program scheduled for the year 2022. This leaves him with a lack of understanding as to what to expect in the short-term. The lack of clarity has caused him some confusion and results in some less than optimal execution of the program. Regarding a bullet within the presentation that refers to the continuation of the K-5 program while looking for more enrichment opportunities in middle school and high school, Grouly found that statement a little concerning because he does not know what is happening at those grades because those programs have changed as well. Overall, the report left him unsure about what to expect for the children.

Andrea Kovach, a Lincoln parent of a Kindergarten and second grade student, shared that she participated in the two year GTD Ad Hoc committee. She wants every child to receive whatever academically challenging curriculum they need to succeed. She told the Board that the analysis in the board packet does not look at who is identified for GTD each year, and she asked if the process changed in the last three years. She asked that if the process has not changed, and is only about to change, that administration make that clear. She told the Board that data from two years ago showed significant and alarming opportunity gaps as to who is identified as “gifted” with a majority of the schools selecting three or fewer black/African American students for the Gifted program. Kovach asked how the opportunity gaps are specifically being addressed, and if the district is going to explicitly use the Racial Equity Analysis Review Tool in its analysis of the program. Kovach asked for school level data that is disaggregated by race/ethnicity and other groupings, suggesting that this data is what is most meaningful to the community.

Kovach stated that in reference to the Education Equity Guidance Tool in the board packet--it appears to be the Administration’s selection to fulfill the racial equity analysis required in the policy. However, this education equity guidance tool appears to not fulfill all the criteria as set forth in the policy. It does not center race equity despite that clearly being called for in the policy. Here is what the equity policy does require: The Equity Policy called for "Racial Equity Analysis...All new policies, practices, procedures and programs will be developed through the use of a **racial equity** review tool that is informed by effective equity tools from other school districts and the equity field. The **racial equity** review tool utilized by District 97 shall be developed by the Administration as part of the implementation planning process referenced in this Policy, and recommended to the Board for adoption. The tool shall establish a clear process and set of questions to guide the development, implementation, and evaluation of policies, practices, procedures, and programs to address the impacts on **racial equity**. The tool will help decision makers center **racial equity** in their thinking, choose options that best advance **racial equity** and remedy

PUBLIC COMMENT (Continued)

inequity, and avoid implicit bias and unintended consequences that can result by ignoring equity. The tool should be developed with meaningful stakeholder support, and shall be applied with stakeholder engagement and effective collection, analysis and use of disaggregated data. The District is committed to ongoing training to ensure that the tool is used with fidelity and supports teachers and staff in their adoption of it.

SPECIAL REPORTS

SPECIAL REPORTS

INCREASED ACCESS TO MATH ENRICHMENT AND ACCELERATED PLACEMENT FOR QUALIFYING STUDENTS

Dr. Kelley shared that the “step-up” programs were originally designed to provide content to students who went above and beyond what they received in their classrooms. Students identified as “GTD” were removed from their classrooms to receive “step-up” services typically delivered by a GTD teacher outside of the regular classroom. She explained that the processes used to identify and support students relied heavily on performance on standardized achievement measures, however; she noted that the participants in these programs were not representative of the rich diversity of the district.

She reported that students in Oak Park are identified as GTD at a rate that is three times higher than the US average. She expressed the need to not just increase the number of students of color with the label of gifted, but increase the opportunities for all students. She explained that increasing access to opportunity to ALL is NOT about taking opportunity away from anyone. The goal is that EVERY child has access to engaging, stimulating, challenging teaching and learning in their mathematics classroom, and, instead of students having to go through the current “GTD” criteria for enrichment opportunities, we have reimagined that systemic structure so that more students have access and can feel a sense of belonging.

Dr. Kelley explained that in school year 2016, the district introduced research-based math curricular materials at K-5 levels. Beginning in school year 2018, the district implemented new structures, practices, and systems to provide enrichment to students in mathematics classrooms by use of pre-assessments to all students. Students received enrichment support if they demonstrated proficient level of content.

Dr. Kelley reported that the State of Illinois implemented a new act, which was approved via policy by the Board last spring that provides guidance for implementation of the Accelerated Placement Act. Provisions are now made for students who require acceleration, by entering school earlier or acceleration by subject only or a full grade level. She told the Board that the district will continue to work to ensure that the Illinois Accelerated Placement Act is implemented with fidelity, noting that the law requires, among other provisions, that schools ensure that participation in accelerated placement “is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement.” To this end, new procedures will be created to ensure equitable access to acceleration opportunities. New procedures will allow for multiple stakeholders to refer students for acceleration or early admission to Kindergarten or first grade.

Dr. Kelley reported that the district is currently in the midst of a soft launch to codify practices and to determine the resources necessary in order to launch full implementation in SY21. In order to prepare for the SY21 launch, stakeholder communication is critical. The district will begin phased information sharing with all stakeholders according to a timeline.

The overall findings from the soft launch indicate that the team did not find consistent, significant correlations between changes to GTD students’ growth that aligns with the years the district transitioned from math step-up for GTD-only students to math enrichment for all students. In third grade, math GTD students did not grow as much as in the prior years, but this change was not statistically significant. Non Math-GTD students grew more than in the prior year, and this change was statistically significant in 2018-2019. African American, students with IEPs, and lower SES students all saw Math RIT score growth increased in 2018-2019. However, these results were only statistically significant for the African American students.

INCREASED ACCESS TO MATH ENRICHMENT AND ACCELERATED PLACEMENT FOR QUALIFYING STUDENTS (Continued)

For the fourth grade students in 2018-2019, the Math GTD students did not grow as much as in the prior years, and this change was statistically significant, while the non Math-GTD students' growth was similar to that in prior years.

Dr. Kelley cautioned that even when a result is statistically significant, a correlation between a change in student growth and changes in the Math GTD program do not prove a causal relationship. Other factors influence student growth, including but not limited to; the strength of individual teachers, entering achievement level, non-random student teacher assignments, etc. For individual students, there is a high amount of variability in student growth on the Math RIT test. In several instances, increases and decreases in student growth are not statistically significant.

She explained that the program has more entry procedures. The district will be working with a psychologist and looking at other standardized assessments. She explained that anyone can recommend a student for consideration. She noted that the district is currently working with fifth grade students going through the math enrichment program, noting that any student who demonstrates understanding of materials will receive enrichment.

Dr. Kelley reported on the ways that the teachers have prepared for this change, noting that they have received guidance from Dr. Yvette Jackson and Lisa Westman. She explained that the goal is for the district to increase access to all students in mathematics and implement with fidelity the Illinois Acceleration Act.

Dr. Kelley recommended the following next steps. She recommended that gifted education at the elementary level be taught to all students; continue math enrichment, and focus on areas that students have strengths in, and build their confidence by providing enriching experiences to them. She also recommended that the K-5 math program continue so students' self-belief takes hold, and they will take on more challenging content as they move onto middle-school and high-school. Dr. Kelley recommended that by school year 2022, the district should reallocate resources to provide a "push-in" enrichment for all model (versus allocating resources to provide pull-out support for students who do not qualify for accelerated learning). She recommended that the district continue its investment in staff's understanding and use of differentiation, strengthen supports to implement the Illinois Acceleration Placement Act, and speak with students, teachers, and families to determine how to improve offerings of programs.

It was reported that a one page informational sheet will be created to help the community understand the Illinois Acceleration Act.

Board comments included interest in knowing what is done to support students prior to third grade. Interest was expressed in considering this for all grades, including Kindergarten. Concern was expressed that if a Board member does not know the process, then how can other parents be expected to understand. Concern was expressed that the old program varied from school to school, and it was suggested that with good communication, the schools and district will be held accountable. Interest was expressed in knowing that the district will reflect on how the program is working and be aware of the numbers.

ACTION ITEMS

ACTION ITEMS

4.1.1 APPROVAL OF REVISED MINUTES FROM THE SEPTEMBER 24, 2019 BOARD MEETING

Broy moved, seconded by Liebl, that the Board of Education, District 97, approve the revised minutes from the September 24, 2019.

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

4.2 APPROVAL OF THE CONSENT AGENDA

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

4.2.1 Approval of Bill List

4.2.2 Personnel

4.3.3 Adoption of Policy

Policy 2:110 (Qualifications, Term and Duties of the Board Officers)
Policy 2:140 (Communications To and From the Board)
Policy 2:140E (Guidance for Board Members Communications, Including Email Use)
Policy 2:240 (Board Policy Development)
Policy 3:10 (Goals and Objectives)
Policy 3:60 (Administrative Responsibility of the Building Principals)
Policy 4:90 (Activity Funds)
Policy 5:35 (General Personnel Compliance with the Fair Labor Standards Act)
Policy 5:40 (Communicable and Chronic Infection Diseases)
Policy 5:130 (Responsibilities Concerning Internal Information)
Policy 5:180 (Temporary Illness or Temporary Incapacity)
Policy 6:40 (Curriculum Development)
Policy 6:110 (Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentive Programs)
Policy 6:340 (Student Testing and Assessment Program)
Policy 7:170 (Vandalism)

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

4.3.1 APPROVAL OF Y.E.M.B.A. AFFINITY GROUP

Broy moved, seconded by Moore, that the Board of Education of Oak Park District 97, approve the agreement with Y.E.M.B.A. for Affinity Group Implementation – S.T.A.R.S. Program at a cost of \$45,000.

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

4.3.2 APPROVAL OF HEPHZIBAH AGREEMENT

Broy moved, seconded by Kim, that the Board of Education of Oak Park District 97, approves the Hephzibah Child Care Program Agreement Renewal that was presented on September 24, 2019.

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

4.3.3 APPROVAL OF BOARD OF EDUCATION SY20 PROFESSIONAL DEVELOPMENT

Moore moved, seconded by Kim, that the Board of Education of Oak Park District 97, approve the Professional Development plan for the Board of Education as presented on September 24, 2019.

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

4.3.4 APPROVAL OF THE SY20 DESIRED OUTCOMES FOR STUDENT LEARNING PERFORMANCE AND ACTION PLAN (AKA EQUITY IMPLEMENTATION PLAN)

Broy moved, seconded by Moore, that the Board of Education of Oak Park District 97, approve the SY20 Desired Outcomes for Student Learning Performance and Action Plan (aka Equity Implementation Plan) with modifications to what was presented on September 24, including the following metrics;

SY20 MEASURE OF STUDENT SUCCESS:

1. By Spring 2020, increase the percentage of favorable responses to the statement: *“When I am at school, I feel I belong”* above 72% ---- as measured on the Positive Learning Environment Student Survey (PLESS)1
2. By Spring 2020, decrease disproportionality rates of Black students receiving office discipline referrals -- as measured by SWIS.
3. By Spring 2020, decrease the percentage of students who are chronically absent from school below 10.8%
4. By Spring 2020, increase the percentage of Grade 3 students reading at or above grade level above 74% -- as measured by NWEA/MAP.
5. By Spring 2020, increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Reading above 24% - as measured by NWEA/MAP
6. By Spring 2020, increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Math above 16% - as measured by NWEA/MAP
7. By Spring 2020, increase the percentage of students who are projected college ready in mathematics above 53% -- as measured by NWEA/MAP.
8. By Spring 2020, increase the percentage of students who are projected college ready in reading above 42% - as measured by NWEA/MAP

SY20 MEASURE OF ADULT SUCCESS:

9. By Spring 2020, 10/10 schools completing Gender Support Team Team Training
10. By Spring 2020, 198/360 of selected students will have participated in *“Lunch N Learns”* focus groups.
11. By Spring 2020, 10/10 schools have an active SJC or book club.
12. By Spring 2020, 25 students (per middle school) will be active in YEMBA Affinity spaces.
13. By Spring 2020, 92% of students with disabilities receive specially designed instruction in an inclusive general education setting (monthly average)
14. By Spring 2020, 95% of teachers (monthly average) have received a score of 90% or above on the Quality Indicators of Specially Designed Instruction rubric
15. By Spring 2020, 100% of social workers and school psychologists trained in the delivery of interventions supportive of Trauma Informed Care
16. By Spring 2020, 20% of staff trained CHAMPS
17. By Spring 2020, 100% of schools have been actively use advisory, morning circles or cross-grade circles.
18. By Spring 2020, less than 2.06% of students receiving an in-school or out of school suspension
19. The district’s SY20 retention rate of teachers of color is 90%
20. By Spring 2020, literacy audit with review of findings will be shared with stakeholders.
21. By Spring 2020, 80% of K-5 teachers will report feeling comfort & confidence with use of K-5 literacy resources
22. By Spring 2020, 75% of teachers will report feeling comfort & confidence with the use of newly adopted K-5 word study resources

23. By Spring 2020, 78 families (qualifying) will be equipped with Internet for ALL
24. By Spring 2020, at least 85% of all students identified as needing Tier 2/ 3 support will have an active plan in Branching Minds.
25. By Spring 2020, 100% of instructional coaches will determine how to implement Ready for Rigor framework in their coaching with individual teachers and teams (by May 2020)
26. By Spring 2020, 100% of district cohort (63 candidates) will complete National Board Certification components 1 and 3 (by May 2020)
27. By Spring 2020, 100% of requests for acceleration will be completed within the 45 - 60 school day timeline
28. By Spring 2020, 8 out of 8 elementary schools will implement the provision of co-taught differentiated supports within the classroom as well as the redesigned “pull-out” units
29. By Spring 2020, 10 instructional technology programs will be reviewed to determine ROI (Return on Investment)/ROV (Return on Value)
30. By Spring 2020, 50 professional learning sessions will be provided for teacher librarians and (volunteer) staff around effective use of technology aligned to the personalization of learning, use of 4Cs and ISTE standards.

President Broy explained that member Kearney recommended delaying the vote until some of the language can be worked out. Dr. Kelley noted that the next Board meeting will begin with Board professional development that is based on the goals. She suggested that if the motion is tabled, the Board could also need to table the goals discussion. President Broy suggested approving the plan with a caveat to review the language. It was noted that the racial equity tool that is being used is from the National Equity Project (NEP), and it was noted that NEP’s work is around racial equity. President Broy noted that NEP’s work is well regarded and expressed support for the tool because it was recommended by NEP. Those in attendance agreed to move forward with the vote.

President Broy noted that the Board will follow up by reviewing the language that was identified within the motion, using the language in member Kearney’s memo. In Executive Session, the Board will discuss individual targets that are connected to this for Dr. Kelley’s evaluation.

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

4.3.5 APPROVAL OF 2019-2020 TRANSFER RESOLUTION TO AFFECT INTERFUND

Liebl moved, seconded by Kim, that the Board of Education of Oak Park District 97, approve the attached Resolution to effect Interfund Transfers and to Authorize Transfers to Capital Projects Fund.

**RESOLUTION TO EFFECT INTERFUND TRANSFERS
 AND TO AUTHORIZE TRANSFERS TO CAPITAL PROJECTS FUND**

WHEREAS, the Board of Education ("Board") of Oak Park Elementary School District No. 97, Cook County, Illinois (the "District") is authorized pursuant to Section 17-2A of the Illinois School Code to transfer, by resolution following a public hearing, money from any of the Educational, Operations and Maintenance, or Transportation Funds to any of the other said Funds; and

WHEREAS, this Board has previously found that it is necessary and in the best interests of the District to effect such transfers from the Educational Fund and the Transportation Fund to the Operations and Maintenance Fund, to be used thereafter to eliminate the deficit in the District’s Capital Projects Fund resulting from expenditures for capital projects at the Oliver Wendell Holmes Elementary School, recent capital improvements at various of the District’s other attendance centers, and expenses related thereto; and

WHEREAS, the Board has on March 27, 2019 published the attached notice of a public hearing on its intent to make such transfers, and has on April 9, 2019 conducted said public hearing;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Oak Park Elementary School District No. 97, Cook County, Illinois, as follows:

Section 1. Incorporation of preambles. All of the recitals contained in the above preambles to this Resolution are incorporated herein by reference.

Section 2. Transfers to Operations and Maintenance Fund from Educational and from Transportation Funds. The School Treasurer of the District is hereby authorized and directed to forthwith transfer the amounts of \$6,500,000 from the District's Educational Fund and \$4,000,000 from its Transportation Fund to the District's Operations and Maintenance Fund, to be used to thereafter to eliminate the deficit in the District's Capital Projects Fund resulting from expenditures for capital projects at the Oliver Wendell Holmes Elementary School, recent capital improvements at various of the District's other attendance centers, and expenses related thereto.

Section 3. Transfers to Capital Projects Fund. The Board further authorizes the Treasurer to transfer from time to time hereafter and prior to June 30, 2020 of up to \$13,500,000 from the Operations and Maintenance Fund to the Capital Projects Fund pursuant to Section 100.50(d)(2) of Title 23 of the Illinois Administrative Code, to be used for the above-described purpose.

Section 4. Effective date. This Resolution shall be in full force and effect forthwith upon its adoption.

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

4.4.1 **APPROVAL OF RESOLUTION AUTHORIZING ISSUANCE OF NOTICE OF CHARGES, DISMISSAL AND HEARING RIGHTS OF TENURED TEACHER**

Broy moved, seconded by Kim, that the Board of Education of Oak Park District 97, approve the resolution authorizing dismissal of tenured teacher, [REDACTED].

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

ADMINISTRATIVE ITEMS

ADMINISTRATIVE ITEMS

DISPOSAL OF PROPERTY

Jeanne Keane reported that the warehouse is full of outdated pieces of vehicles and furniture that is no longer needed. She expressed interest in selling what can be sold and donating the rest. She explained that the sale would last about 30 days. She has already reached out to several school districts, and some have expressed interest in purchasing some of the furniture. This item will return to the Board for action on October 29, 2019.

UPDATE ON PARTNERSHIP WITH THE VILLAGE OF OAK PARK REGARDING THE FIBER PROJECT

Michael Arensdorff told the Board that he has not received an updated agreement from the village yet regarding the fiber project. He explained that items still under consideration include maintenance after the project is finished, and the length of the term and renewals after that. Arensdorff is hoping to have the final version of the agreement ready for approval by the Board on October 29, 2019, but approval might be moved to November 12 if necessary. He noted that the village will probably consider approval of the agreement during their meeting on November 4.

BOARD ASSIGNMENTS

BOARD ASSIGNMENTS

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

COMMITTEE FOR COMMUNITY ENGAGEMENT (CCE)

It was reported that the FORC committee is moving toward an advisory role and being less hands-on. They are interested in taking something that the district is struggling with and working it out. Transportation, partnerships and financials were topics suggested for consideration.

CLAIM

The CLAIM committee is scheduled to meet in November. No presentations are scheduled at this time.

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

COUNCIL OF GOVERNMENTS (COG)

It was suggested that the COG be removed from this list.

COLLABORATION FOR EARLY CHILDHOOD

The Collaboration is scheduled to meet on October 30. Members Liebl and Kim will be in attendance.

POLICY

The Policy committee is scheduled to meet on October 25.

REPORT TEMPLATE

President Broy shared a report template that can be used for reporting on the activities of the Intergovernmental and administrative committees. She noted that the board committee secretary is currently sharing notes from the Board committees. She asked that the Board liaisons use this template to document the activities of the administrative and community committee activities and send the reports to the board secretary to be included in upcoming board packets.

CONCLUDING ITEMS

CONCLUDING ITEMS

BOARD REMARKS

President Broy shared that the Board has been asked about their stance for the IASB resolution about arming teachers. She expressed interest in being able to respond to these requests with more commitment, so she asked the Board members to email their stance on this topic to her. Member Liebl was identified as the Board member who will attend the delegates meeting and vote on behalf of the Board.

The board secretary explained how the individual Board members voiced their support or opposition for each of the resolutions in the past, and offered to send supporting documents to member Liebl.

Members Liebl and Moore attended a restorative justice event, and member Liebl attended a breakout session with Dr. Morrison. It was reported that Mindful Middle School Matters will be held within the district in the near future. This event is part of the partnership with DePaul University, and flyers have been sent to families advertising the event.

Interest was expressed in understanding the difference between “restorative justice” and “restorative practices”. Dr. Kelley explained that restorative practices are building the relationships. She explained that once a relationship has been built, you can implement restorative justice (circles, etc.). She explained that the district uses restorative practices.

AGENDA MAINTENANCE

This item was tabled.

ADJOURNMENT

Moore moved, seconded by Breymaier to adjourn the meeting. There being no further business to conduct, Vice President Kim declared the meeting adjourned at 8:38 p.m.

ADJOURNMENT

Board President

Board Secretary