

**Official Minutes of the
Oak Park Board of Education District 97,
260 Madison Street, Oak Park, Cook County, Illinois
Meeting May 23, 2017**

President Spurlock called the meeting to order at 6:02 p.m.

Present: Broy, Spatz, Spurlock, Liebl, O'Connor, Breymaier, and Datta
Absent: None
Also Present: Superintendent, Dr. Carol Kelley, Assistant Superintendent for Finance and Operations Dr. Alicia Evans, Assistant Superintendent of HR Laurie Campbell, Chief Academic and Accountability Officer Dr. Amy Warke, Senior Director of Special Services Mike Padavic, Senior Director of Policy, Procedures and Communication Chris Jasculca, Sr. Director of Administrative Services Dr. Felicia Starks Turner, Director of Curriculum and Instruction Carrie Kamm, and Board Secretary Sheryl Marinier

ROLL CALL

EXECUTIVE SESSION

Datta moved, seconded by O'Connor, that the Board of Education move into Executive Session at 6:02 p.m. to discuss (Appointment, Employment, Compensation, Discipline, Performance or Dismissal of Specific Employees or Legal Counsel for the District 5 ILCS 120/2(C)(1), Placement of Individual Students in Special Education Programs and Other Matters Related to Individual Students 5 ILCS 120/2(C)(10)). Roll call vote.

EXECUTIVE SESSION

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

OPEN SESSION

Broy moved, seconded by O'Connor, that the Board of Education move into Open Session at 6:58 p.m. All members of the Board were in agreement. The meeting reconvened at 7:00 p.m.

OPEN SESSION

PUBLIC COMMENT

Makesha Custard, an Oak Park parent and co-president of the Holmes School PTO, explained that the purpose of her statement is to articulate a Holmes PTO response to the district's planned expansion and addition to Holmes School. She explained that the Holmes community is concerned about how the planning process has been managed for the proposed addition. She explained that the community is especially concerned because the timeframe for conducting this addition has already been delayed a full calendar year and is at risk of falling even further behind. She reminded the Board that the school is already at capacity, and noted that the school staff is working hard to find additional space within the building to accommodate projected enrollment for next year. However, the community remains concerned about the additional stress that will be put on the shared spaces used by all the students.

PUBLIC COMMENT

Custard noted that while the district has provided some information over this past school year, several opportunities for collaborating with the community have been missed. Specifically, the community is concerned about these key points:

- A general failure to include teachers and school staff in the decision making process which has resulted in unnecessary frustration and confusion
- Lack of communication and transparency in general which has limited due process to the community, particularly as issues were presented
- Seemingly no process for arbitration, negotiation, or escalation with other village leaders who may not be cooperating in favor of the children
- Inadequate information being used to inform a final decision about the location of the addition or any renovations that are needed

Custard shared that at the recent May 10, 2017 Holmes PTO meeting, parent members were presented with a set of plans that were intended to be approved at this Board meeting. It is their understanding that these plans are being presented today because of the District's desire to proceed without a continued struggle with the Village about land access and use of an easement located at Kenilworth and Chicago Avenue.

PUBLIC COMMENT (Continued)

Last Monday at the Village board meeting, several Holmes parents publicly voiced their concern about the lack of cooperation with the district, and just last night, a motion to allow right of entry to the easement was passed. It seems that now the easement issue no longer exists, so we suspect that the original location to the West continues to be the most desirable location for many reasons including future expansion needs and reduced impact to the outdoor classroom located to the East of the building.

So the community requests several areas to be addressed as we move forward with the West location:

- Expedite the planned demography study and request an urban plan analysis from the village to help inform a long range capital plan for Holmes School
- Share this long-term view and student capacity plan with the Holmes school community. This long-term plan should include thoughtful consideration of how shared spaces will be impacted by student growth (multi-purpose room, library, gym, locations of “specials” classes, and outdoor areas including the playgrounds)
- Immediately identify parent and staff community members, including at least one PTO board member and one experienced teacher, to serve on a committee that reviews progress and actively participates in decision making about the new addition. (we suggest monthly standing meetings)
- Create a Holmes communications plan which ensures that all families receive ongoing information about the addition, its progress, and changes as they occur.
- Stronger parent and teacher engagement is needed across the district. We recommend the creation of explicit policies and protocols for family and staff engagement that will be enforced.

Custard explained that, although we are discussing the Holmes addition, this serves as one of many examples where the community can play a greater role in our district and village success. Our intention is not to be a barrier to progress; our true goal is to shine light on the notion that community engagement, when done well, works. By working together we know that we can improve decision making and outcomes for our littlest community members, all while promoting efficiency, effectiveness and quality education for all.

Amanda Osta, an Oak Park resident asked the Board to delay any changes to the Gifted and Talented program until research can be completed. She noted that the planned changes have not included parental feedback. She shared that she heard more changes are planned for future years, but has not heard why. She shared that today at 5:00 p.m.; she heard something formally from the district. She noted that parents have not been consulted, and families have not been notified. She suggested that it is not fair to teachers, and unfair to make changes without extensive planning. Osta noted that her son is a second grader and has completed most of the third grade math this year. She questioned if teachers will be ready to differentiate on his behalf. She encouraged the Board to raise the bar for all students. She noted that raising expectations for one group does not raise for all. Osta asked the district to include parents in the planning. She offered to help meet the needs with all students, and shared a petition containing 63 signatures.

Mary Kostopoulos, an Oak Park resident with children at Mann School, asked the Board to tell the community what the steps were up until now regarding the decision to change the GTD program. She explained that she heard about the changes from parents and social media. She tried to find information on the changes, but was unable to find any other information available. She questioned how the decision was made to change the GTD program, and invited Dr. Kelley to join the Parent Advisory Group. Kostopoulos explained that she did everything she could to participate in the decision and wonders where she missed the opportunity. She requested that the Board delay the changes to the GTD program, reconsider what was done, and tell her how she can have a voice in the future.

Ben Newton, an Oak Park resident and Lincoln parent, explained that he struggled this year for his child’s teacher to differentiate, noting that there is minimal effort in this area. He shared that his daughter can read and do math required to enter school. He shared that the Longfellow School test scores are much better, and suggested that if the district is looking to improve the schools, they should review the data. He suggested that if the changes to the GTD program will be better, then test it, and learn. He encouraged the district to not roll it out full district until it has been tested. Newton shared that parents have other options, and may choose to move to Forest Park where there is an established GTD program. He suggested that this is not what we want for the district. He encouraged the district to test, learn, and see what the data says about best outcomes, noting that kids are too valuable.

PUBLIC COMMENT (Continued)

Judy Chrisman, an Oak Park resident and retired District 97 Librarian, shared that she voted for the referendum and explained the original decision to have library assistants occurred over 18 years ago and was based on sound research. She wondered how many of the Board members have actually spent time in the libraries and questioned how many sources were checked before the decision was made. Additionally, she asked how many librarians were included in the decision making process. Chrisman noted that the decision to fire the library assistants will affect every school and every student in the district, and people will be appalled to hear this. She noted that the American Association of School Libraries supports the position of every student should have access to an updated school library and librarians. Every teacher and administrator should have access to a fully staffed library every day. She noted that highly trained technical support staff are necessary; volunteers are wonderful, but there is much that they cannot and should not do. Volunteers cannot use the database and should not have access to student information. She shared that the job needs to be done and done correctly.

Pattie Campuzano, shared that thirty years ago her family lived in Cambridge, England and deciding whether or not to move to the U.S. Her husband was a professor of physics and she was a teacher. Education was extremely important to them. After a lot of research they decided to come to Chicago and live in Oak Park. The reputation of the schools here was impressive. She shared that she voted for the referendum and was shocked to hear about the cuts to the libraries.

She shared that in her 18 years as a Library Media Clerk, she had never seen a single Board member in the library and just one administration member, Dr. Fagan, the superintendent at the time 14 to 16 years ago, who came to the library to observe the program, listened to the complete lesson, took out the book that was read, and recommended it throughout the district. Campuzano questioned if any of the Board members really know what the District library programs are about, and expressed concern about the decision to remove the Library Assistants who make it possible for the librarians to be able to continue to offer quality and enriching programs.

Campuzano explained that this issue is about the librarians and quality education– NOT about the clerks. The librarian does not just read books, although that on its own is an incredibly important piece of the library program. She went on to identify all the aspects that make up a wonderful library program, all of which, she explained would not be possible if the Librarian had to focus on the tasks handled by the Library Assistant.

She questioned if it is worth losing 33 percent of teaching and important educational time to save the small amount of money that will be saved by cutting the help the librarians so desperately need.

She explained that she is here fighting for the librarians and their program, not for the clerk's jobs. It would be unconscionable to decimate so much of a truly enriching program by cutting an insignificant district expense.

Kathy Schroer, an Oak Park resident and retired Brooks Middle School Librarian shared that she started at the school 22 years ago when there were no library assistants. 18 years ago, the library assistants were added to the program. Additionally, she shared that the person in charge of the Brooks Library before her was a Media Specialist and openly admitted that she did not know how to teach, but she did not have an assistant to help with the other tasks while she was teaching. She reminded the Board that volunteers, although eager to help, will only volunteer for a few hours. Before she got her assistant, Schroer was not able to assist students who wanted books during class periods when she was teaching, and would have to close the library during her lunch and other times when she needed to leave the room. Additionally, it was difficult to plan with the other teachers because she had no backup. Schroer described the situation as “not good”, and went on to explain that when she was assigned an assistant, magic happened. The assistant would catalog books, knew the children, their needs and their particular taste in books. She knew which children needed extra assistance and encouragement. She told the story of an autistic student who had a great rapport with the assistant and would be rewarded for good behavior by being allowed to go to the library and water the plant with the assistant. She questioned if there has been an assessment on the impact that this will have on student learning, and questioned if anyone has gone into the libraries to observe and take notes. She asked the Board to reconsider this decision.

Raquel White, an Oak Park resident with a second grader at Lincoln School and an incoming Kindergartener, asked the Board to hold off on the changes to the GTD program. She noted that on May 1, 2017 during the tri-district meeting on equity, a letter from Senator Lightford was read regarding equity in education in Illinois. The focus was acknowledgement that narrowing the gap between white children and children of color has a tangible economic benefit to the state and the nation. White shared that she believes that what Lightford meant by “narrowing the gap” was not to reduce the achievement level of white students, but rather to include children of color who are being left out. White shared that her son is a second grade Hispanic boy. Two of his best friends are African American boys, one of whom is bilingual. These boys have benefitted from GTD services for the last

PUBLIC COMMENT (Continued)

two years. It seems terribly inopportune that the timing of these reduced services will occur when these three boys of color have a chance to improve the academic trait of their whole selves, and continue to be leaders among their classmates, urging and encouraging their peers to pursue higher achievement. Additionally, she noted that numerous students performed poorly on the MAP tests last fall due to software freezes. If the poor MAP performance was a core reason for not allowing these incoming third graders to attend fourth grade math, we have a serious issue in that the test delivery has been tainted. If the reason is economic, are we to tell these boys, and others who have excelled, that their hard work and double efforts are to be discarded, in order to suppress their achievement into an academic means?

White shared that the Illinois State Board of Education uses programs like IDEA for special needs children. But White suggested that special needs children fall at two ends of the educational spectrum and we might be taking away opportunities at the other end of the spectrum by removing group programs like the GTD Direct Services. White suggested that this change would not be inclusive, focused on the whole child, or equitable.

White asked the Board to delay the implementation of changes to the GTD program until a task force completes its study and assessment, and there is appropriate opportunity for stakeholder feedback on the findings, the proposed changes, and to learn the reasons for the changes.

Heather Smedstad, an Oak Park resident with children at Mann School, shared that she received an email at 5:00 p.m. today announcing changes to the GTD program in the fall. She expressed interest in sharing her opinion about the changes, but went on to explain that she does not know what the changes will be. She explained that this is a level of distrust and asked the Board to wait to make the changes until there is a more holistic approach.

Jeanine Pedersen, an Oak Park resident asked the Board to share their voice regarding House Bill 768 regarding funding of charter schools.

Joanna Mackenze, an Oak Park Resident expressed support for the library assistants and suggested that a student's experience in library could encourage future writers.

Mark Templeton, an Oak Park resident and parent of a second and fifth grader at Whittier School, originally wanted to speak to the Board about the proposed changes to the GTD program, and is now expressing concern about the elimination of the Library assistants and the Holmes School construction. He explained that his daughter has participated in one aspect of the GTD program and not the other, noting that she did not get the differentiated assistance she needs to move forward. He expressed concern about his third grader not receiving the same services and shared that he feels that it is utterly unacceptable to receive an email that vaguely describes changes that are known but will not be shared until Friday. He felt that the email was sent out this evening to stop folks from coming to the meeting.

Myla Young, an Oak Park resident and parent of a second grader, expressed concern about changes being made to the GTD program. She explained that it does not make sense for her son, who has already learned the materials being taught to sit next to someone who is learning the work for the first time, and hear the message again. She expressed concern about the lack of communication, and expressed interest in the creation of a task force. Young expressed interest in being involved in the changes being made and asked for greater transparency, communication and participation moving forward.

Alexandra Levit, an Oak Park resident and Lincoln parent shared that her son's favorite time at school is always when he is with Mr. Kuntz. Levit expressed concern about substantial changes being made to the GTD program, and supports the need to make the program more diverse. She noted that high ability students from low income families are more likely to drop out of school. She shared that she is a strong advocate for public schools and the need to support the needs of gifted students with special programming.

Patrick O'Shaughnessy, an Oak Park resident with third grade twins at Whittier, shared anxiety about the changes to the GTD program. He explained that he has been patiently waiting for his kids to get into the program, and was not aware that other schools are offering the program sooner. He inquired about the changes and was informed that students will not be pulled out for math, but will receive additional work in that subject. He expressed concern that they will not be receiving the individualized attention they need to excel. He noted that one of the concerns regarding pull out is that they may be missing some of the foundation, and he questioned what that might be, and questioned what data was used to make that determination. He questioned what concerns were considered and what will be done to ensure that kids are not bored. He expressed interest in hearing more about the MAP computer problems.

PUBLIC COMMENT (Continued)

Amy Blair, an Oak Park parent and parent of twin third graders at Mann School, requested more public discussion before decisions are made. She noted that there is a lot of power and knowledge in the room this evening that could be helpful, and suggested that the Board should rely on the parents for support. Additionally, Blair noted that her twins were in a combined classroom at Mann School and had a wonderful experience.

Saria Lofton, an Oak Park parent with two children (second and fourth graders) at Whittier, supported trying to do something different, and asked the Board to look at the number of brown children who do not have the opportunity to receive services. She supported the need for change so they can do their best, and noted that the numbers have not changed in years.

Martha Payne, an Oak Park resident with a Kindergartener at Lincoln school, expressed support for the other parents who shared concern this evening, and questioned if the GTD changes were brought up at one of the community talks. She explained that she spoke to the teachers at Lincoln School and they did not seem to be aware of the changes. She shared that she is familiar with the PUSH method and indicated that it does not appear to be narrowing the gap. She suggested that a question and answer session for the parents might be helpful. Payne noted that she did not receive the email that everyone has been referring to, and expressed concern about the lack of communication, transparency, parent involvement, and data on proven results.

Regina Switzer, an Oak Park parent and mother of a second grader who just got accepted into the gifted and talented summer program at Dominican University, explained that her son is a terror when he is not pushed. Switzer just found out about the changes to the program from another parent. She then contacted the school principal who told her about the Board meeting this evening. Switzer explained that she does not know what the proposed changes are, and she did not receive the email that many have referred to this evening. She acknowledged that the program may need changes, but because she is unaware of the proposed changes, she is unable to voice her opinion. Therefore, Switzer offered to be part of the task force, and asked the Board to delay the rollout until parent engagement has occurred.

Amartya Chatterjee, an Oak Park resident and parent of a Holmes School third grader expressed concern about the changes to the GTD program and the downsizing of the library assistants. He agreed with those who spoke before him and expressed concern as this affects his child. He asked what is the need for a GTD program, and suggested that it is an opportunity to bring like kids together, like minds together. He expressed interest in knowing what the changes would be. He acknowledged that parents have the option of sending their children to extra programming outside of the district, but suggested that it is quite expensive. He asked the Board to think about the changes before they take the program away. Chatterjee shared concern about the removal of the library assistants and shared that the library is an essential part of the curriculum.

Christina Welter, an Oak Park resident and parent of a five year old and three year old, shared that she moved to Oak Park because of equity and excellence. She asked about what is best for our kids. She shared that she is from Minnesota where the motto is, “we all do better, when we all do better”, but she noted that we are not all doing better. She expressed concern about the lack of due process related to the GTD decision and shared that everyone this evening is here to support the district and asked the Board to let them be supportive. She suggested that when you look at the statistics of who is getting services and who is not, white kids are getting far more services than children of color. She acknowledged the room full of people this evening requesting a delay in the decision making process, and asked the Board to let the community help them. She expressed support of the public comment shared this evening regarding the Holmes addition, library assistants and HB750, and requested a response.

2.3.1 SPECIAL REPORTS
YEMBA

**SPECIAL
REPORTS**

Mike Padavic and members of YEMBA, a mentoring program for middle school children, came to the table. They shared the successes of the program and explained that it helps the students become engaged and encourages them to become life-long learners. The director and founder of YEMBA shared how he grew up in a single family home and only has an eighth grade education. He credits his success in life due to the people who cared, mentored and guided him. He explained that YEMBA was started in 2007 with the Friday Night Place and encourages youth mentally, physically and spiritually. Volunteers have already invested over 3,900 hours. 169 mentees participated in a survey. They ranked the program as over 80 percent positive, with 93 percent of the participants expressing interest in participating again and/or would refer a friend to the program.

YEMBA (Continued)

A parent of a participant shared that after her son participated as a mentee in YEMBA, he became a mentor. She shared how the program helped him to become more sociable. Not only do the mentors engage the students while in the program, but they reach out to the children after hours, and even check in with the parents to offer support.

The father of a current participant expressed delight with the program. He noted that his son had issues at school and once he joined YEMBA, there was a noticeable improvement. He shared that some of the workshops create avenues for him to talk with his son.

A current student in the program shared that he joined YEMBA in seventh grade. He shared how the mentors take the time to give the students life lessons to help them make the right decisions. He noted that they care about the mentees, and he complimented the director for taking the time to develop the program.

The director shared how he would like the program to expand to the high school, college and eventually to a professional level. He noted the need for a longitudinal study and eventually expanding to the elementary schools.

Padavic shared that YEMBA is funded through the community mental health board. He personally meets with the director of YEMBA on a monthly basis and noted that a commencement exercise will be held tomorrow evening at Julian at 8:00 PM.

It was noted that the program is currently open to boys only. The director expressed the need for female mentors. It was noted that there is a program called FLOW for young women at Julian. Interest was expressed in collecting data about the participants and sharing information with the district. It was noted that a parental consent form would be necessary for this purpose.

MANN KINDERGARTEN UPDATE

Amy Warke came to the table with Principal Faith Cole, teacher Aaron Jerkatis and Instructional Coach Kate Whitley to share the success of the team taught Kindergarten program at Mann School. Cole explained that she started out as a Kindergarten teacher for seven years. She explained how important differentiation is, especially in Kindergarten, so she wanted to make sure that the team teaching program was the right fit for Mann. She noted that offering two teachers in this program, gives the children the advantage of having two adults who can meet their needs.

Jerkatis shared that he has been teaching Kindergarten for 11 years and shared that on a typical day, both teachers remain in the room and there is a variety of ways they can break off and teach smaller groups within the classroom. Cole noted that the most important part of this environment is that both teachers work well together, and noted that teachers who take part in similar programs like this really see the benefits of the program.

The benefits of team teaching were shared;

Student benefits of team teaching

- Opportunities to connect with multiple adults in a classroom setting
- Instruction continues when individual needs arise, behavior issues occur, or one on one assessing is required
- Meet more friends with similar interests and background

Teacher benefits of team teaching

- Continuous collaboration, instruction, student (whole-child discussion)
- Communication with parent/teacher conferences
- Learning and growing from different teaching styles
- Collaboration of ideas and implementation

It was noted that differentiation occurs in all subject areas based on data and observations (Writing Units of Study, reading instruction/small group, Eureka Math, phonemic awareness). Additionally, small group instruction is offered several times throughout a school day.

It was noted that a team teaching program builds social/emotional characteristics by building strong friendships throughout the school year with star of the week, positive behavior reinforcements, following the Mustang motto (be respectful, be responsible, be compassionate) and reinforce Second Step lessons (eyes watching, body still, ears listening). Additionally, class instruction can continue while one teacher conducts one on one assessments.

MANN KINDERGARTEN UPDATE (Continued)

Cole shared data that indicated that office referrals are down from last year and she celebrated that the number of students who met their end of year goal in the Passport Reading program doubled and the number of student in tier three of DIBELS at the end of the year dropped in half. She noted that parent feedback of the program is positive.

Cole noted that the school will support the team approach but be sensitive to the families that would prefer a traditional classroom. Cole shared that she will be sending a letter to parent by the end of this week to explain the options.

Member Spatz noted that his son was in a team taught first and second grade, noting that if a teacher is out, it provides a lot more continuity for the students.

TECHNOLOGY UPDATE

Michael Arensdorff came to the table. He acknowledged the Technology Advisory Committee which consisted of five students, five parents, one community member, five staff members and one administrator.

He noted that technology can be a powerful tool for transforming learning. It can help to reinvent our approaches to learning and collaboration. He shared that the tools can be used to shrink equity and accessibility gaps and help educators adapt learning experiences to meet the unique needs of learners. He explained that technology helps align targeted strategies and professional practices by supporting equitable access to rigorous, responsive instruction and challenging and engaging ALL students.

Arensdorff noted that one framework that is evident and connected in the district vision and goals is the work around the 4C's (collaboration, communication, critical thinking and creativity). He demonstrated how these areas are measured through learning walks in the buildings, and through the annual data collection of the BrightBytes questionnaire from the students, staff and parents.

Arensdorff reported that in order to provide this experience and instructional culture, the district needs to thoroughly review the budget and planning with an equal representation of stakeholders. It needs to continuously review the plans and make sure the budgets align. Arensdorff reported that the SY17 technology expenditures were \$406,755 with a budget cuts/savings of \$289,175 due to uniform printing solutions, an upgraded phone system, eRate funding and changes to the providers of WAN/Internet, bring the actual expense to \$117,579.

He reported that all SY18 technology plan recommendations have been reviewed by the Technology Advisory Committee this year to be ground in the district vision and goals. Input was gathered from staff, students, parents and the community through the committee and focus groups and collaboration with district departments.

SY18 Technology Plan Recommendations

- Innovative Learning Spaces (Superintendent's Advisory)
- Student Device Refresh
- Project Lead the Way Refresh
- Internet for All (Mobile Hotspots for student without hoe internet access)
- Professional Learning
- Innovation Research and Development

Sy18 recommendations (financial impact)

- Expenditures - \$739,757
- Revenues - \$324,250
- Budget cuts/savings - \$391,375 (printing solutions, phone system and Project Lead the Way refresh savings)
- Actual expenses - \$24,131

Discussion took place regarding the switch to ChromeBooks and the plan for Hotspots.

Board comments included noting that the Hotspots will allow the district to use ChromeBooks in a better way. Interest was expressed in how the Hotspots would be filtered, and it was noted that they could be limited to one specific device. Interest was expressed in understanding the plan to ensure that the way technology connects to the curriculum will improve. Interest was expressed in hearing about the amount of screen time (active versus

TECHNOLOGY UPDATE (Continued)

passive) in the classrooms, and it was suggested that a future technology report discuss what it looks like in each classroom. Concern was expressed about the possibility of inconsistent use of the devices.

HOLMES SCHOOL CONSTRUCTION DISCUSSION

Alicia Evans came to the table. She reported that the district received a letter from the Village today supporting the district’s request to build an addition on the West side of Holmes School. She noted that the current motion is to approve the East side construction which would become an alternate if something went wrong with the West side plans.

It was noted that some community members spoke at the last Village meeting and expressed concern regarding the delayed approval. The Village reached out to President Spurlock requesting a discussion about the hold up. In the course of that, Spurlock reached out to Dr. Kelley and Dr. Evans. It was noted that the West side would allow for further growth on the East side at a later time.

Board comments included concern about the utility costs coming in higher than estimated, noting that the budget allows for \$100,000 for the West side. It was suggested that if the utility costs come in at \$200,000 or more, the district reconsider the East side construction. Concern was expressed as to whether the East side is still a viable option. Evans was asked to check the timing of the soil boring. The need for clear and current updates sent to the community was expressed. Interest was expressed in expediting the demographic study to support enrollment numbers before construction.

Interest was expressed in assuring that the construction could support upward construction in the future. It was noted that while expanding upward, the first floor would be unusable during construction.

3.3.6 APPROVAL OF HOLMES FACILITIES RECOMMENDATION (amended at the table)

Spatz moved, seconded by Breymaier that the Board of Education of Oak Park School District 97, approve the East Holmes expansion as an alternate plan, if the Kenilworth right of way is not approved or other material differences occur such that the expansion could not be started on a timeline necessary to complete before school opening in 2018. Roll call vote.

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

DISCUSSION ON SY18 DISTRICT GOALS

Dr. Kelley reminded the Board of the District’s vision of creating positive learning environments for all District 97 students that is equitable, inclusive, and focused on the whole-child. She explained that there are four key terms in the vision that form the foundation of this plan. She shared that the Vision elements provide compelling images of our intent relative to each Key Term.

Positive Learning Environment – assures that all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.

- We engage the entire community in support of our schools, and each and every student
- We incorporate the perspectives and needs of students and teachers

Equity – motivates beliefs and creates systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender and socioeconomic status.

- We engage and challenge ALL students
- We provide equal opportunity for all students
- We develop critical thinking skills and support students as global citizens ready for our every changing world

Whole-child Focused – promotes the practice of supporting, measuring and celebrating all aspects of a student’s development (social/emotional, academic, physical, artistic expression) through caring and respectful relationships.

DISCUSSION ON SY18 DISTRICT GOALS (Continued)

- We are student-focused
- We support students in finding their passion and developing a lifelong love of learning

Inclusive – focused on our collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.

- We meet the diverse needs of all students
- We support students to develop tolerance, empathy, and care for each other and the world

She noted that the district originally had nine universal goals and is now folding them into four;

- Every District 97 student to be known, nurtured, and celebrated learner
- Every child should be empowered and passionate scholars
- Every student is a confident and persistent achiever
- Every student is a creative critical thinker and global citizen

Dr. Kelley noted the need for alignment, getting all people, processes, programs, and structures on the same page, going in the same direction and in support of the successful development of each and every student, and developing a vision-alignment plan in a way that clarifies the goals and measures of student achievement, outlines the roadmap for accomplishing the goals, embraces the diverse voices of our stakeholders and mobilizes leadership for courageous action at all levels.

Dr. Kelley explained that every student should feel safe, a sense of belonging, and be meaningfully engaged in rigorous learning with their unique needs met and their strengths leveraged. She explained that it is the district's collective responsibility to provide equitable opportunities for access and promote active participation for learners in an accepting and supporting environment. In doing so, the district commits to meeting the diverse needs of all students and supporting students to develop tolerance, empathy, and care for each other and the world. Dr. Kelley went on to explain that every student should be inspired to develop their full potential – academically, physically, artistically, and emotionally – in order to cultivate high-intellectual performance. She explained that this will promote our student-focused practice of supporting, measuring, and celebrating all aspects of students' development through caring and respectful relationships, supporting students in finding their passion and developing a lifelong love of learning.

Dr. Kelley explained the need for every student to have equitable access to universally high academic expectations, meeting or exceeding standards of performance, to prepare for success at the next level. She noted that equity is the cornerstone of the vision efforts. This motivates beliefs and creates systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender, and socioeconomic status.

Dr. Kelley shared that the fourth goal area focuses on positive learning environments, noting that every student should be able to be meaningfully engaged in our learning environments and challenged to become a critical thinker, creative solution-seeker and contributor to the global community. She noted that by having positive learning environments assures that all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.

Dr. Kelley quoted Mutiu O. Fagbayi as saying "If we want improved outcomes for students, the starting point must be the continuous improvement of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning."

Dr. Kelley explained that the goals and actions are presented to the Board for consideration first, then shared with teacher leaders and representation from the unions to get feedback and tweaked if necessary. The draft definitions will be shared with the entire staff who will be asked to refine them. Last year, Dr. Kelley asked randomly selected leaders to test out the goals during the winter months. She explained that during the summer, the administrators will discuss the goals. Metrics could come after that, with approval of the goals and metrics in July.

Board concern included interest in a parent survey and including percentages. Interest was expressed in a discussion related to the metrics. It was agreed that President Spurlock and member Datta will determine how to

DISCUSSION ON SY18 DISTRICT GOALS (Continued)

have a structured conversation regarding the goal metrics. Interest was expressed in understanding the student growth components. A work session with Emily Fenske at the table was suggested.

3.1.1 APPROVAL OF MINUTES FROM THE MAY MEETINGS

ACTION ITEMS

Spurlock moved, seconded by Breymaier, that the Board of Education of Oak Park District 97, approve the revised minutes from the May 1, May 2, May 3 and May 9, 2017 special Board meetings and the May 9, 2017 regular Board meeting. Roll call vote.

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

3.2 APPROVAL OF THE CONSENT AGENDA

Spurlock moved, seconded by Liebl, that the Board of Education, District 97, approve the consent agenda as presented.

- 3.2.1 Approval of Bill List
- 3.2.2 Approval of Personnel (revised)
- 3.2.3 Renewal of Probationary Teachers – Years 1-4
- 3.2.4 Acceptance of Donations
 - 3.2.4.1 Library Books
 - 3.2.4.2 Whittier PTO
 - 3.2.4.3 Beye PTO

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

3.3.1 APPROVAL OF THE 2016-2017 FINAL CALENDAR

Spatz moved, seconded by Breymaier, that the Board of Education of Oak Park District 97, approve the final Calendar for the 2016-2017 school year, declaring June 7, 2017 as the final day of school for this school year. Roll call vote.

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

3.3.2 APPROVAL OF CUSTODIAL BIDS

Broy moved, seconded by Spatz, that the Board of Education of Oak Park District 97, accept the 2017-2018 custodial supply bid from Warehouse Direct in the estimated amount of \$117,088. Roll call vote.

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

3.3.3 APPOINTMENT OF DISTRICT TREASURER

Datta moved, seconded by Broy, that the Board of Education of Oak Park District 97, appoint Dr. Alicia Evans as its District Treasurer for the period of time July 1, 2017 through June 30, 2018 per the recommendation of the Superintendent of Schools. Roll call vote.

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

3.3.4 APPROVAL OF AIMSWEB PLUS

Spatz moved, seconded by Breymaier, that the Board of Education of Oak Park District 97, enter into an agreement with AIMSWeb Plus for the purpose of providing a kindergarten and first grade universal math screener and an MTSS progress monitoring tool, at a cost of \$16,500.00. Roll call vote.

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

3.3.5 APPROVAL OF AUDIT BIDS

O’Connor moved, seconded by Broy, that the Board of Education of Oak Park District 97, engage Baker Tilly to perform auditing services for the 2017, 2018 and 2019 fiscal years at the rate of \$42,000, \$43,350 and \$44,740 respectively. Roll call vote.

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

3.3.7 APPROVAL OF REVISED ERATE AGREEMENT

Breymaier moved, seconded by Broy, that the Board of Education of Oak Park District 97, enter into a 24-month agreement with Comcast to provide WAN and Internet services, at a monthly cost of \$13,652.95. Roll call vote.

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

BOARD ASSIGNMENTS

**STANDING BOARD COMMITTEE LIAISON REPORT FOLLOW UP
C.L.A.I.M.**

It was reported that the CLAIM committee recommended that the Board send a letter of support for HB768. It was agreed that a short form letter thanking the senators for their support should be sent, noting that the district is associated with other organizations (IASB, ED-RED, IASA, IASBO and IEA) that are supporting the Bill.

FORC

It was reported that FORC met last night. The Vice Chairperson share a Finance 101 for the members. It was noted that the FORC committee is considering meeting more than four times a year.

CCE

It was reported that the CCE committee will be meeting this coming Thursday at 5:30 p.m. It was noted that the chairperson will be presenting a very informative PowerPoint.

Committee assignments

President Spurlock reported that she is still tweaking the committee assignments. New members will be assigned to committees that they expressed interest in and everyone will be able to spend time in all areas.

**INTERGOVERNMENTAL AND LIAISON REPORT FOLLOW UP
CEC**

It was reported that the Collaboration for Early Childhood held their annual meeting last Thursday. During that meeting, they talked about their goals for the next year, and passed a resolution to send something to the United Nations saying that children’s rights are important. Spatz asked if there would be interest in taking this to IGOV and all expressed support.

It was reported that Carolyn Newberry Schwartz and Felicia Starks Turner were selected to participate in the Barbara Bowman Fellowship, and Dr. Kelley and member Spatz were selected to be on the McCormick Foundation.

OAK PARK EDUCATION FOUNDATION

This group met recently and discussed plans for next year.

TRI-BOARD COMMITTEE ON EQUITY

Members Liebl and Breymaier expressed interest in sitting on this committee. It was noted that the frequency and regularity of these meetings have not been established.

BOARD CALENDAR

The Board Secretary shared potential Board meeting dates for the 2017-2018 school year. This item will return for action on June 13, 2017.

PROPOSAL FOR BOARD MEETING STRUCTURE

President Spurlock shared draft Board meeting plans for two meetings a month, one a business meeting and the other a working session, and asked the Board to consider a pilot. She noted that there could still be a small section of administrative items on the working session agenda.

Board interest included concern about the need to allocate time to discuss facilities and alternate bids, and the need to make sure that the Board does not find itself up against deadlines. Interest was expressed in defining the specifications of what is a special report topic. It was suggested that the Board consider increasing the use of the FYI reports. It was noted that the executive sessions will need to be longer this year due to the upcoming OPTA negotiations. The need for time tracking of estimated time and actual time was suggested.

It was agreed that the Board will use this new format beginning in September 2017.

ADMINISTRATIVE ITEMS

SELF RENEWAL

Laurie Campbell came to the table and explained that the SELF is the cooperative for worker compensation insurance, and noted that the fee is lower than last year. This item will return for action on June 13, 2017.

CLIC RENEWAL

Alicia Evans reported that CLIC is the cooperative for property casualty and liability and went down by \$21,000 for the upcoming school year. This item will return to the Board for action on June 13, 2017.

TRANSFER RESOLUTIONS

Evans reported that every year the Board is asked to approve a series of transfer resolutions from Working Cash to Operations and Maintenance to zero out balances, and to transfer interest to the general fund once we know what the year end fund amounts are. This item will return to the Board for action on June 13, 2017.

ASBESTOS ABATEMENT

Evans noted that asbestos abatement is part of the summer health-life safety and noted that the \$29,600 included in the budget for this purpose will be above the estimated cost of this year's work. This item will return to the Board for action on June 13, 2017.

2017-2018 DENTAL RENEWAL RATE

Laurie Campbell reported that it would not be advantageous for the District to join a cooperative at this time. She noted that the reserve fund is currently in the negative and suggested that the District continue to use a fixed rate to replenish the reserve. This item will return to the Board for action on June 13, 2017.

PROPERTY DISPOSAL – WAREHOUSE

Evans noted the need for the Board to take action to approve the disposal of some very old, unneeded equipment that is currently stored at the warehouse. She noted that some of the items might be sold for scrap, while others will simply be destroyed. This item will return for action on June 13, 2017.

IGA – DISTRICT AND VILLAGE FIBER PROJECT

Michael Arensdorff reported that information on the intergovernmental agreement (IGA) for the district and village fiber project was provided in the last two technology plan updates. He reported that the district has continued to work with the Village to create this IGA, which will save on costs to both entities. He reported that the State has a matching grant for fiber that the district will also apply for. He noted that a fee, not to exceed \$20,000 for consulting and design costs would be necessary. This item will return to the Board for action on June 13, 2017.

DONATION – IRVING PTO

Evans reported that the Irving PTO is interested in donating a Buddy Bench to Irving School to celebrate three retiring teachers: Ellyn Gullo, Cindy Schassburger and Patricia Von Hagel. This item will return to the Board for action on June 13, 2017

CONCLUDING ITEMS

CONCLUDING
ITEMS

BOARD REMARKS

Member Breymaier expressed sadness over Ms. Von Hagel’s retirement. He shared that his son has a great way to dealing with special needs children because of her leadership.

It was reported that the IB lunch fundraiser at Julian was successful.

It was reported that the new Board members are scheduled for IASB training.

It was reported that the National Board reception was well attended today. A lot of the teachers were celebrating the completion of the program, while others are only half way through.

Concern was expressed that if the library volunteers do not meet the needs, that perhaps the district will reconsider its decision regarding the Library Assistants. Interest was expressed in differentiating between the middle schools and elementary schools regarding this issue. It was noted that concerns shared by parents during public comment were very compelling.

The Board was reminded that Day in Our Village is Sunday, June 4, 2017, and all were encouraged to sign up to host the booth. It was suggested that members of the CCE could be asked to participate if enough Board members were not available.

It was noted that Longfellow Music teacher Megan Ablan did an amazing job with the Spring Music Performances.

BOARD MEETING AGENDA FOR FUTURE MEETINGS

The draft agenda for the June 13, 2017 Board meeting was reviewed and modifications were recommended.

PARKING LOT AND LONG-TERM CALENDAR

Members Spatz and Breymaier will review this process.

ADJOURNMENT

ADJOURNMENT

There being no further business to conduct, President Spurlock declared the meeting adjourned at 11:54 p.m.

Board President

Board Secretary