

**Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park, Cook County, Illinois  
February 4, 2020 Meeting**

Vice President Jung called the meeting to order at 5:35 p.m.

ROLL CALL

Present: Broy, Kim, Spurlock, Breymaier, Moore, Liebl, and Kearney

Absent: None

Also Present: Superintendent Dr. Carol Kelley, Director of Communications Amanda Siegfried, Chief Academic and Accountability Officer Eboney Lofton, Senior Director of Buildings and Grounds Jeanne Keane, Senior Director of Technology Michael Arensdorff, and Board Secretary Sheryl Marinier.

**LEARNING SESSION – BOARD LEADERSHIP FOR RESULTS (SY20 PRIORITIES)**

LEARNING  
SESSION –  
BOARD  
LEADERSHIP  
FOR RESULTS  
(SY20  
PRIORITIES)

Muti Fagbayi from Performance Fact facilitated a working session for the Board. He reminded the Board that the last time they met with him was on October 29, 2019, and he shared the notes from that meeting, and the four focus areas were identified;

- Purposeful Conversations and Continuous Interaction with Families and Community
- Making the Case for Equity
- Championing Equity-focused Resource Allocation
- Leading Strategically with Data, Monitoring Performance

The continuous learning topics were identified as;

- Creating high-trust, empowering culture and climate
- Effective practices for purposeful community conversations and engagement
- Becoming data-savvy

All Board members felt that the topics are still relevant, and that there is some overlap in the focus areas and learning topics. Other Board comments included noting that;

- One Board member felt like the district is doing a lot of good things, but the Board is not able to explain it to the community.
- The Board does not have the same connection with the schools this year. Last year's Board meetings were divided into two kinds of meeting per month, a learning week, and a Board business week. Because the Board meeting format has changed, one Board member felt that the thought partner piece is missing.
- One Board member was confused about how the Board can take charge in these areas. The Board is included, but not sure when the Board should try and take charge in one of these areas.

Fagbayi asked the Board if there is one topic that would be more important than the others. The Board members engaged in a brief discussion and the majority (4 members) of the Board agreed that Leading Strategically with Data, Monitoring Performance is the top priority. Two members of the Board chose Purposeful Conversations and Continuous Interaction with Families and Community as their top priority.

Fagbayi ask the Board members to think about the topic Leading Strategically with Data, Monitoring Performance, and tell the others what they would share with Village Hall if they only had five minutes.

## LEARNING SESSION – BOARD LEADERSHIP FOR RESULTS (SY20 PRIORITIES) - (Continued)

- 1) Improved community relations and Board governance (e.g., high level of community trust as measured on a survey)
- 2) Higher level of community confidence
- 3) Equity policy – increased community awareness and recognition (continuing to develop policies that reflect our values; policies that reflect our community at large; institutional “things” that outlast our time on the board)
- 4) Evidence-based conversations about student performance
- 5) Evidence-based confidence that we are making the right decisions, have the right structures in place, making the right adjustments, etc.
- 6) Movement towards PE every day, in every school

Board comments included noting that it would be helpful to have a link that the Board could share when the district has been tagged on social media. It would be nice to think about how the communication challenges tie into the bottom line. It was suggested that communication should also be intended for the Board to learn from the responses. One Board member suggested not being over responsive to the loudest voice. Data for better understanding was also suggested.

What are the biggest complaints from parents?

- Some just want to complain
- Some are concerned about taxes
- Some are overwhelmed
- Some want to talk about trends without perception of size of the trend
- Some want information to be readily available to the community (equity policy)
- Some want the district to change the narrative

Board members questioned;

- How much energy should the Board spend on perception opposed to reality? It was suggested that the Board should push out facts.
- What is our progress in equity?
- Is our overall level of excellence increasing?
- Should the Board explain the “why” more often?

If the Board combined options one and four, what would our narrative be?

- The Board talked about allocating resources for a data person.
- The Board would need to determine how they would work with this person to assess data for the equity policy.

Board Data Savvy

- A data and assessment person
- Best practices
- Developing data/assessment systems
- Board capacity-building
- Communication with public/community, (“tell our story”; market the district)

What kind of work would the Board take on with this data person?

- This person would be a point-person; well-informed; coherence; create a cohesive narrative
- This person could help to identify critical indicators; “ROI” analysis, systematize the analysis, ability to back up decisions with fact, not anecdotes.

LEARNING SESSION – BOARD LEADERSHIP FOR RESULTS (SY20 PRIORITIES) - (Continued)

What are the first three milestones you would like to see with this person’s help?

- Hiring the person (this year) or a consultant (RFP)
- Have that person sit with the Board, more engaged with the Board than the others.

Dr. Kelley agreed with the Board that the concept and need for a data person is definitely there. It was suggested that before the district hires this individual, it should consider what peer districts are doing in this area.

**Milestones**

- Benchmarking: what is out there?
- The hire (this year)
- Session with Board
- Budget for this
- Baseline data

Member Kearney offered to draft a scope and sequence. The Board was reminded that a peer district list was created in 2017, and some of the Board members wondered if it might need to be updated. One Board member noted that FORC often does comparisons. Member Kearney shared that he knows the Board chair in Evanston, and member Breymaier has information that he can share on Maine Township.

**EXECUTIVE SESSION**

Spurlock moved, seconded by Breymaier that the Board move into executive session for the purpose of Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees or Legal Counsel for the District 5 ILCS 120/2(C)(1), Pending Litigation 5 ILCS 120/2(C)(11) at 7:06 p.m.

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

**OPEN SESSION**

Spurlock moved, seconded by Breymaier that the Board move into Open Session at 8:17 p.m. All members of the Board were in agreement. The Board reconvened in Open Session at 8:30 p.m.

**ABATEMENT OF SERIES 2016 BOND LEVY**

Grossi reminded the Board that in December, they adopted the levy for all but one bond fund. Last year, they abated the unused reserves to make payments, and if they want to, they could abate the funds again this year, but they would need to take action by the end of the year. If they choose to abate, the bond levy would only consist of the referendum bonds.

Grossi told the Board that FORC recommended that the Board abate the bond levy again this year. He told the Board that he believes that the action the Board took in December to capture the TIF funds, put them in a good position to cover the capital projects and stay in the healthy budget place for the next five years. He told them that last year was the first year that the district basically kept its goal of flat spending, and that is why the Board chose to capture the TIF funds.

Member Spurlock reminded the Board that one of the reasons the Board considered abatement, was because returning these funds is a way to give the community back the \$2,500,000 overpayment. She indicated that the Board is considering abatement again, for that reason. Grossi noted that it would be

## ABATEMENT OF SERIES 2016 BOND LEVY (Continued)

about \$100 for a \$400,000 market value home, and the five-year projections do not change due to the abatement. This would be a one-time event. It was noted that last year FORC did not recommend abatement, but this year it does.

### PUBLIC COMMENT

Jung read a statement regarding the procedures for public comment.

Waiken Wong, a Lincoln School parent, said that the fact that the school has had four principals in four years should be considered a crisis. He told the Board that the school is under sourced, and there is a core group of parents working on support for the school. He asked the Board to look retrospectively on what is happening regarding school administration. He suggested that staff be asked to complete exit interviews and participate in surveys for honest feedback. Wong suggested that everyone involved needs to know what is going on with the culture of the school so we do not repeat it again. He told the Board that they have lost the trust of the community.

Lisa Peloquin, a Lincoln School parent, reminded the Board that Lincoln School has had four principals in four years. She told the Board that it is Dr. Kelley's responsibility to support these principals and she is not doing her job.

Peloquin has lost faith in the district's ability to resolve this crisis because they have not acknowledged their role in this mess. She asked that the Board hold Dr. Kelley accountable for this situation and take an active role in repairing Lincoln. She recommended the follow;

- Analysis of what the district has learned from the leadership mistakes and what it will do differently. This is not about the hiring process, but about actual support
- Plan for an exit interview with the outgoing principal to include Board members
- Plan for equitable, proportional resources for Lincoln
  - Social Workers (2), office staff, Psychologists, Special Educators, either two Assistant Principals or add a Student Support Specialist
  - Acknowledgement that the lack of these resources for years coupled with failed leadership has compounded student needs and challenges in the school
- Outside groups with expertise in resetting climate and culture to support the school in place of the district
  - Parents and teachers to review and select
- Plan for Dr. Kelley's performance review to include
  - 360
  - Job satisfaction
  - Climate and culture review
  - Turnover numbers

Peloquin told the Board that the relationship between the teachers and the administration in the building is dysfunctional, creating a toxic work environment and an impossible place to be a principal, and asked the Board to respond to the following by February 19.

- Report on what the Board has learned
  - Analysis of the district's role in the failed administration and what has been learned
  - A plan for an exit interview with the Lincoln Principal to include Board members
- Proposed plan for supporting Lincoln with appropriate resources

**PUBLIC COMMENT** – (Continued)

- Proportional and then some resources, to offset all the problems that have gone unaddressed as this crisis brewed
- Social Workers (2), office staff, Psychologists, special educators, either two Assistant Principals or add a Student Support Specialist
- Accountability plan for Dr. Kelley
  - Including 360 reviews
  - Principal and teacher satisfaction/turn over
- List of outside groups with expertise in school renewal that you are willing to work with to support Lincoln in transforming the climate and culture in the building
  - Teachers and parents to select from this group

Kenneth Lehman, a parent at Lincoln School told the Board that he has a lack of confidence as a parent, and does not have a strong sense that anyone is in charge at Lincoln, but there is a strong desire of staff and parents to make a difference. He suggested that everyone step up in this time of need. He asked for more communication about what is happening; what is administration looking for? What are the goals? What has failed in the last few years? He suggested that mistakes have been made.

Rachel Griffith, a Lincoln School parent and former District 97 teacher, shared that she was part of the parent interview committee in 2017, and asked why the candidates recommended by the parent and teacher interview committees were never hired? She noted that transparency was suggested when parents and staff were included, but in both hiring processes that did not occur.

She suggested that district staff should be encouraged to become principals, that having staff who is familiar with the community stepping into leadership roles would be beneficial. She recommended hiring a principal who has experience and has the skills necessary to succeed in this very demanding district.

Griffith told the Board that five principals in five years is unacceptable. Students who find school to be a challenging place need consistent leadership in order to be as well supported as possible.

She suggested that the administration is failing at their most important job; hiring administrators that have the skills to succeed in this very demanding district. Griffith noted that there are four teachers retiring from Lincoln in June, and suggested that Cathy Hamilton be charged with hiring their replacements, suggesting that it is important for people who KNOW Lincoln to make the big decision on their behalf.

Griffith told the Board that the community has been more than forgiving and patient. They need accountability. She asked the Board to think very carefully about what needs to happen to ensure that the decision is made correctly this time.

April Johnson, a Lincoln School parent, questioned the principal hiring process, since the school has lost two permanent people in that position. She shared that the most critical thing in the process is teacher and staff input. She told the Board that Lincoln is a special school where many teachers come to stay. The teacher retention rate is one of the higher rates in the district, also higher than the state average. She noted many close-knit relationships among the team of teachers and support staff. It is an enormous undertaking to earn acceptance and respect from a well-established staff like their team at Lincoln. Johnson is convinced that it will take a very unique person to successfully integrate into a leadership role at that school.

Johnson noted the large size of the school (current enrollment of 685), and questioned if the size of the school has made it especially difficult to find someone capable of taking on and retaining the role of

**PUBLIC COMMENT** – (Continued)

principal. She suggested that the size of the school puts a strain on the support staff and teachers, which increases the need for support and effective leadership from administration. Johnson suggested that administration consider hiring two principals or one principal and two assistant principals at Lincoln. She noted that the student to administrator ratio for Lincoln is higher than the state average.

Johnson ask the Board to consider the amount of support that the principal received from the district, as it is natural to question this when a principals leaves abruptly mid-year.

Johnson told the Board that the students at Lincoln are fortunate to have their teachers and staff to support them. She suggested that if the families wants to keep that strong staff it will need to hold the district and Board accountable for finding an exceptional person to become the next Lincoln School principal, and ensure that this individual is positioned to succeed in the role.

Laura Sakeyama and Autumn Hamer, Lincoln School parents, read a statement from a group of concerned Lincoln parents. They suggested;

- That a “post-mortem” of the past six months including all interactions between the Lincoln principal, district administrators, and teachers to reconstruct and identify missed opportunities to have better supported the principal and/or the Lincoln community; be fully transparent and public about these missed opportunities, and integrated learnings into future work with the next Lincoln principal (and all principals).
- Ensure that the Superintendent has fair and rigorous performance goals with regard to retention/turnover of principals; these goals should be transparent to the community
- Given that Lincoln’s student population is almost twice the number of other schools in the district;
  - Consider whether Lincoln should have two Assistant Principals (APs); they should have clear lines of responsibility and accountability vis-à-vis the principal.
  - Consider whether Lincoln should have two full-time Social Workers.
  - Re-evaluate from a best practice lens the allocation of all staffing and resources, including the number of teachers assisting with special education, conducting differentiation within the classroom, etc.
- The district should build a workforce pipeline to train from within the district for school Principal and AP positions.
- A Board member should sit in on the exit interview of the Lincoln principal.
- The district should provide specific information on the “On-site support and researches from district-level administrators.” That they stated they plan to provide re: their January 31, 2020 letter.
- The Board should survey (in person or phone) all of the district’s Principals who have served in that role during the past five years (including all those who have exited the district) to gather information on their experience.
- Principal hiring committees should not be segregated by role, rather parents, teachers, and staff of Lincoln should perform as one hiring committee where everyone is required to participate in a transparent way.
- Lincoln’s next principal should have demonstrated successful experience as a principal, and should have demonstrated successful classroom teaching experience.

The letter ended with a request for a response by the February 18, 2020 town-hall meeting scheduled at Lincoln School.

**PUBLIC COMMENT** – (Continued)

Kelly Staley, a Lincoln School parent, expressed concern that the school has had four principals in four years. She demanded accountability, and told the Board that the responsibility falls on the Superintendent. She indicated that the Superintendent should demonstrate transparency in the process, and that the leadership must learn from their mistakes. They must be able to learn from this mistake and figure out why this principal failed at the task. She requested that an exit interview be held with the outgoing principals. Staley asked for the following;

- Transparency throughout the process. There are rumors that the previous principals were not the first choice of the search committees. If that is true, why not? How can we have confidence in the process when recommendations are not followed?
- An ability to learn from mistakes by soliciting the input of teachers, staff and the departed principals from Lincoln to learn why this has failed. Were there exit interviews? What have you done or will do to solicit input from Lincoln teachers and staff? How will this inform your search, vetting and support in the future?
- An ability to look into the right places for advice. It is not apparent to the community why a person with an equity background, and not school administration is assisting you with this process. Kelley noted that equity is a challenge in our district that has already been addressed. If equity is a factor in the principal retention then it needs to be communicated.

Staley expressed the urgency of the situation. She recognized the dedicated teachers and staff at the school, and told the Board that the students deserve better. She challenged administration to correct the course.

Meghann Moses, a Lincoln School parent, addressed Dr. Kelley's comments in the Wednesday Journal in which she expressed concerns that the Lincoln community might blame themselves for the lack of a consistent principal. Moses spoke to many parents and staff about this statement, and has not heard anyone express that concern, and indicated that the frustration should be directed at those who are responsible for the hiring process.

Moses told the Board that she reached out to administration during the very first week of school to let them know that the principal needed support, and was being asked to do the impossible. Moses told administration that the principal might leave her job if she did not receive support. The building construction was not complete, there was no playground, and there were serious problems with the school buses.

Moses requested an equitable ratio of support and administrative staff for all the larger schools in the district. She asked for a hiring freeze be instituted at the district's administration building until these student to adult ratios are met at the schools. She also asked for a cut on district administration expenses be implemented, and redirect the funds to in-school resources.

Moses asked that the principal search committees be reorganized so that all stakeholders are in the same room, completing the same interviews at the same time, and following that process through to the end. This will enhance our ability to know that the committee's recommendations are being followed and that we are speaking with one voice. Moses requested a response to her comments.

Bob Pickrell, a Lincoln School parent expressed concern about the loss of another principal at Lincoln School. He was told that she left the district due to personal reasons, but he told the Board that the problem is not at the school. He explained that he knew two of the principals who left, and he considered them to be outstanding. Pickrell explained that he holds administration responsible for the problem, and suggested bringing in a third party to determine the problem and suggest a resolution.

**PUBLIC COMMENT** – (Continued)

Rachel Stark, a Lincoln School parent, told the Board that she attended the parent teacher conferences this week, where goals were set for her children and ways to track their achievement were discussed. Stark suggested that there is no evidence of the superintendent's goals for retention of teachers and principals. She suggested that if teacher and principal retention is not a goal, it will never happen. Stark told the Board that the superintendent's contract says that at any time the terms and conditions of the contract can be reviewed and updated, and she suggested that the contract be changed to include such a review. She also suggested that a metric be included that rates employee satisfaction, which would recognize that people are customers of the district. She told the Board that the community should not have to give thought to such topics and come up with solutions. She shared that her daughter is disappointed that the principal is leaving and asked the Board to make this stop.

David Keeling, a Lincoln School parent, recognized that he does not know all the facts, but having worked in public education for 20 years, he does know that educators like the Lincoln principal do not abruptly leave their jobs midway through the school year unless something is terribly wrong. He assumed that the district did everything possible to support the principal, and if they did not, he would consider that a profound failure of leadership.

Keeling urged the Board to ask the important questions and get to the honest truth, and he supports the detailed list of recommendations compiled by his fellow Lincoln parents. At a minimum, he encouraged the district to hold a confidential exit interview with the principal to better understand her experiences and get her candid feedback. He suggested finding out what steps were, or were not taken to support her, and hold those who were responsible for providing that support appropriately accountable. Most important, he would set the simple expectation that this cannot happen again, and demand real solutions, not empty gestures, to ensure it does not.

Eric Fenton, a Lincoln School parent, expressed support for the comments made by the others this evening. He told the Board that his daughter has special needs, and the turnover of the Lincoln School administrations has compounded the need to get the services that she requires. He explained that the process of bringing the new leader up to speed is very stressful. Fenton expressed trust that the intentions of the administrations are good, and asked them to take the process seriously.

Ben Newton, a Lincoln School parent, questioned the educational quality of the district. He told the Board that this is the fourth time that he has addressed them. The first two times was to encourage the district to expand or maintain the high quality educational programming, neither of which the district decided to embrace. The next time he addressed the Board was to report violence in the second grade classroom that was being ignored. This evening, Newton wished to address the root cause of his prior discussion in front of the Board.

Newton expressed concern that the district is deteriorating quickly. He suggested that Brooks Middle School is an underperforming school and the teachers feel unsafe in their classrooms, and test scores are dropping rapidly across the district. He suggested that new curricula should have a large positive impact almost immediately on students' lives.

Newton reported that in 2015, 68 percent of students were proficient in English versus 38 percent statewide, a gap of 30 points. By 2019, results had deteriorated significantly and only 42 percent of students were proficient relative to 38 percent statewide, a gap of only 4 points, while teacher attrition increased to 50 percent. He suggested that the decline in student performance is perhaps one of historic proportions.

**PUBLIC COMMENT** – (Continued)

Newton shared that he believes that the deterioration is a direct result of failing to care for, and nurture our most important resource, high quality school staff and administrators. The numbers indicate that the superintendent has not built a pipeline of principals, nor created a district culture to encourage retention. He suggested that the district has not maintained its high-quality culture. Newton shared that he believes that the district needs to return to being the excellent district it was in 2015, and the current administration is either not focused on high-quality education or they do not know how to deliver it.

The Board took a brief break and reconvened at 9:26 p.m.

**SPECIAL REPORTS**  
**SUMMER WORK BIDS**

SPECIAL REPORTS

Jeanne Keane came to the table with Peter Kuhn from Bulley and Andrews. They shared a brief presentation on the 2020 summer work bids, which were discussed during the joint Board meeting with the Facilities Advisory committee (FAC) on February 3, 2020.

Kuhn reported that the bids were opened last Thursday. The roofing, glazing and drywall will need to be rebid. Nine trades were reviewed, and all are coming in under budget for the 2020 summer renovations. Kuhn reported that the bids were approved by FAC during their meeting last night.

Michael Arensdorff reported that the AV equipment will also need Board approval. He reported that he has worked with both of the companies being considered, so the decision came down to the cost.

These items will return to the Board for action on February 18, 2020.

ACTION ITEMS

**ACTION ITEMS**

**4.1.1 APPROVAL OF MINUTES FROM THE JANUARY 21, 2020 BOARD MEETING**

Spurlock moved, seconded by Kearney, that the Board of Education, District 97, approve the revised minutes from the January 21, 2020 Board meeting.

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

**4.2 APPROVAL OF THE CONSENT AGENDA**

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

- 4.2.1 Approval of Bill List
- 4.2.2 Personnel
- 4.2.3 Disposal of Property

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

**4.3 APPROVAL OF THE SCHOOL MAINTENANCE PROJECT GRANT APPLICATION**

Moore moved, seconded by Breymaier, that the Board of Education, District 97, approve the School Maintenance Project Grant Application that was presented in the weekly report dated January 24, 2020.

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

ADMINISTRATIVE ITEMS

**ADMINISTRATIVE ITEMS**

**DONATION – HOLMES SCHOOL**

Keane reported that the Holmes PTO would like to make a \$9,000 donation to the school to be used to offset a portion of the cost associated with the Leader in Me program being implemented at the school. Keane explained that the Leader in Me program began to transform the school climate and culture, and Principal Zelaya is seeing tremendous benefits of the program.

It was reported that the program was started at the school using federal funds which are no longer available. It was suggested that the PTOs are shifting their interest, and some schools might have an advantage moving forward, which could build an inequity. It was suggested that donations be tracked for a while to determine if they are increasingly supplementing tutors. It was suggested that the Policy committee look into this, or the concern could be shared during a PTOC meeting and with the principals.

This item will return to the Board for action on February 18, 2020.

BOARD ASSIGNMENTS

**BOARD ASSIGNMENTS**

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

**Facilities Advisory Committee (FAC)**

This committee met jointly with the Board of Education on Monday, February 3, 2020.

**Committee for Community Engagement (CCE)**

The agenda for the next CCE meeting is being created. It was noted that the Board minutes from December included a list of items that the CCE could help the Board with. President Broy will share the list with the committee and ask them for thoughts about community engagement.

It was noted that the IGOV forum was held recently and District 97’s percentage of the taxes is only 30 percent, while the Village is at 48 percent and they have no tax cap. Interest was expressed in sharing out this information, and it was suggested that CCE might be able to help with suggestions on how to do that. Member Moore was asked to follow up on what are best practices.

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

**IGOV**

The tentative date for the next Legislative Forum is March 12, 2020.

It was reported that the recent forum was a fantastic event; everyone was clear and concise.

#### PTO Council

Interest was expressed during the meeting on how the PTOC can support the Summer Launch program.

It was noted that Lincoln School is the only school that does not offer a free/reduced breakfast program, and questioned if there should be a district policy on this topic.

The group discussed the need for some children to go to the Nurse's office for snacks, and the need to make sure that afterschool events do not include items with peanuts. It was noted that the PTOC has a liaison on the Food Allergy committee and that person should share the notes from that committee with the PTOC members.

The Board was assured that there is a wide list of approved snacks; that only celebrations are limited to a smaller list of options.

#### Community Council

The Community Council is scheduled to meet next week.

#### Board Retreat Follow up

President Broy suggested scheduling all of the deep dive topics during school year 2021, with the exception of the Racial Equity Tool which is already scheduled for March, 2020. It was noted that the Mid-year Update on the Equity Policy is scheduled for February 18, 2020 and will include the deep dive topics of National Board, IB, teaching certification, co-teaching, and culture and climate.

The Board was reminded that in 2021 there could be new Board members.

Present Broy advocated that the Board stop the two-week draft board packets, and all agreed.

### **CONCLUDING ITEMS**

CONCLUDING ITEMS

#### **BOARD REMARKS**

It was reported that Irving School hosted a bullying versus conflict program, and it was suggested that all the schools go through this training.

It was suggested that the concept of Board member office hours be shared with the CCE for consideration.

It was noted that some of the students completed self-evaluations, and how nice it is to see what the students think about their own progress.

The concern and support for the Lincoln School situation was noted, and support was offered to Dr. Kelley in preparation of the February 18, 2020 town hall at Lincoln School. It was suggested that administration contact legal to determine what can be disclosed, and consider having staff participate in the discussion. It was noted that a lot of the recommendations made by the public this evening match what the Board was already thinking about, so it would be nice if those topics could be addressed with a timeline for follow up.

It was suggested that CCE be asked about ways to run the town hall.

#### **AGENDA MAINTENANCE**

The draft agendas for the February 18, 2020 meeting was reviewed and recommendations were made.

**ADJOURNMENT**

ADJOURNMENT

There being no further business to conduct, Vice President Jung declared the meeting adjourned at 10:21 p.m.

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Board President

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Board Secretary