

**Official Minutes of the
Oak Park Board of Education District 97
260 Madison Street, Oak Park, Cook County, Illinois
May 12, 2020 Meeting**

This meeting was held virtually using Zoom during the time of the Coronavirus pandemic. Everyone participated via electronic means.

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

ROLL CALL

Present: Broy, Kim, Spurlock, Breymaier, Liebl, Moore, 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 Equity Carrie Kamm, Senior Director of Technology Michael Arensdorff, Interim CFO Mark Sheahan, Consultant Rob Grossi, and Board Secretary Sheryl Marinier.

EXECUTIVE SESSION

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Kim moved, seconded by Spurlock 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), Collective Negotiations 5 ILCS 120/2(C)(11) at 6:30 p.m.

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

OPEN SESSION

OPEN SESSION

Breymaier moved, seconded by Kim that the Board move into Open Session at 7:00 p.m. All members of the Board were in agreement. The Board reconvened in Open Session at 7:02 p.m.

PUBLIC COMMENT

PUBLIC COMMENT

Due to the nature of a virtual Board meeting, the public was asked to email their comments to the Board. All comments that were received prior to 7:00 p.m. were read aloud. The Board made it clear that any comments that were received after this portion of the meeting would be included in the minutes, but not read aloud. All comments were received prior to the start of the meeting and were read aloud.

President Broy read the following statements.

Erin Mott

“I’m curious if there are plans to adopt remote teacher-led instruction instead of the current parent-led curriculum for e-learning? At my job, I’m consistently the only parent whose kids don’t have remote instruction, and it’s starting to become a choice between keeping my job, or helping my children complete their work. The longer this continues, the more concerned I am about the equity issues this parent-led curriculum is creating, and how many concepts many children won’t master due to the lack of instruction. I know the teachers are putting in a lot of effort to build their lesson plans for us to facilitate and to review the assignments we’re submitting, but I think their instruction time on a more limited curriculum

would be so much more valuable. I don't understand why D97 can't adopt what so many other Chicagoland schools adopted months ago? Thanks for your time."

Archana Goyal

"My name is Archana Goyal. I have a few questions for today's hearing.

1. Why are the e-learning requirements so varied by each elementary school in D97? We are hearing that at some schools they are having all day Zoom meetings while others have maybe one hour a week. This situation is already hard for everyone and having limited time with school, friends and teachers makes it more difficult. With their only being 4 day weeks for the next few weeks.
2. Are there any e-learning requirements of the specials teachers? Even if they cannot or don't feel comfortable about holding a Zoom session, perhaps conducting asynchronous learning (e.g. put together a video lesson) would be helpful to provide some sort of continuity for the children. Providing links to things like Go Noodle, seemingly random Spanish You Tube videos is not helpful or productive to help continue our childrens' learning.
3. If a lesson plan from the specials could be shared that would help parents to find resources to keep learning on track. The teachers must have/have had a plan for what topics they wanted to cover for the rest of the year. For example, Spanish must have planned that they are going to teach the colors 1 week and the days of the week the 2nd week. If we could get that type of direction, we can build on it.
4. Is there a plan for virtual learning in the fall if we need to do so? I as well as many other parents hope that the e-learning at all grade levels across D97 will be more robust than its current state.

Thank you for taking the time to meet and continue with this work during these challenging times."

Allison Strickland

"I'd really like to see a return to textbooks. Actual books with information that I as a parent and my children as students can refer to. The trend in recent years has been away from books in favor of more interactive learning, group projects, videos, online material. Our fantastic teachers have become masters in the art of presenting material in ways that are fresh and interesting and often interactive. This is wonderful in a classroom setting. But as parents, this is really difficult to support at home. I have 3 kids in 3 grades. Each one has multiple logins for multiple subjects across a variety of platforms and apps and information is doled out in tiny spoonfuls. As a parent supporting, this requires that I sit with each of them monitoring progress and learning what today's assignments are. There's no table of contents, no syllabus, no chance to do a little reading ahead of time on the weekend to find out, for example what the future progressive tense is. Instead, I need to be available every single minute to work one on one with each of them. Meanwhile, my kids all struggle with Zoom/Google Meet, technical issues with apps and logins, content that's either too fast or too slow, and me struggling daily to catch up. As we look to the fall, I'd like to see parents empowered to have more physical resources at their disposal to assist their kids. Textbooks and accompanying workbooks are out of fashion, but they allow parents and students to plan, see information for themselves, hold clear expectations for daily assignments and the ability to self-monitor progress. If my kids are assigned pages, I can read up what they're working on, help them answer questions, and they can feel like they're in control of the information coming at them. If they're struggling, we can look up more information together. It would liberate teachers use of their time to become resources to help point parents and students in the direction of more information, but without the daily responsibility of having to try to recreate the classroom virtually. Textbooks and workbooks also provide equitable access in that all families have the ability to use them without worrying about device issues or synchronous learning. Times when school is in session, teachers can use textbooks and workbooks in the classroom, then if the year is disrupted it allows for a really high level of continuity in

curriculum because students and families are already familiar with them and it makes going from the classroom to remote learning less of a transition. Please consider this as a real option going forward for next school year.”

Jamia Ponder

“I serve on the Brooks PTO Board as one of the Co-Presidents as well as the VP of Fundraising on the Whittier PTO Board.

I am writing in response to the proposed Summer Enrichment Proposal. After reaching through the proposal, I am having trouble finding the recommendation criteria.

How are you figuring out which children will be recommended and which ones will not be?

Teachers are not "assessing" the children at this point and nothing is graded. Are the recommendations based on where the children landed in March?

I am specifically referencing the rising 1st through 3rd graders seeing how as they missed in classroom learning from March - May where a large gains tend to happen.

I plan to attend the Board of Education meeting tonight and look forward to hearing about an actionable plan.

Should you desire more information, clarity or otherwise have questions, please feel free to reach out to me at any time.”

Dr. Kelley thanked everyone who shared their comments and experiences. She reported that the administration has recently solicited feedback from the community, the survey received 1,500 responses. Administration spent about a week reviewing the data and shared the results with the Board during the month of April. Dr. Kelley expressed satisfaction with the feedback that was received. She noted that some parents expressed gratitude to teachers and shared learning experiences, and she noted that the majority of the parents were happy with what is happening. The team is taking the negative experiences and looking for ways to make things even better, and look for ways to engage the community moving forward.

Eboney Lofton explained that administration needs to take a 360 degree view of the process, and there is a team working on what the fall will look like. She explained that by June 21, the district needs to know what students will need to do. The team is thinking through what school days would look like if we have a disruption in learning. Teachers are in the process of considering how to transition to an online classroom. She noted that consultant Lisa Westman, is helping with that process. The team is considering new curriculum and trying to maximize our time now, to ensure success in the future.

SPECIAL REPORTS

SPECIAL REPORTS

RACIAL EQUITY REVIEW TOOL

The purpose of report is to provide update on the implementation on Policy 7:12, item B Racial Equity Analysis.

The Board was reminded that the equity policy requires the district to review the existing policies, programs, and procedures to ensure the promotion of equity and eliminating inequity. The equity policy stipulates that the district use a racial equity lens or tool when making decision. Dr. Kelley reported that the district created a racial equity tool for this purpose that will be recommended to the Board for adoption on May 26, 2020.

RACIAL EQUITY REVIEW TOOL (Continued)

It was reported that the department leaders have applied an equity lens to existing priority areas to help clarify what is needed and what will be considered as next steps. Through the team’s professional development, administration is incorporating equity assessment and growth into its current processes and activities. The purpose of this report is to share how administration has been using the equity tools to make the decisions.

Two equity tools were introduced;

- Educational Equity Guidance Tool (Source MMSD)
- Racial Equity Impact Assessment Tool (Source YMCA)

Both tools define a great process for making decisions. They both can, and have helped decision makers making racial equity their center point.

It was noted that the community was not part of the tool development process, but the community has been engaged in the implementation of them.

Eboney Lofton acknowledged the district’s enrichment specialists (formerly GTD teachers) for their efforts. She reported that the goal is to build a five-year outlook. She explained that last October the district determined that only 29 percent of the students who participated in the gifted/talented program were of color, and she expressed the need to increase access to programming for these students. The district specialists drafted a five-year plan with yearly hallmarks to address this need. The team reviewed existing data to determine ways to increase racial participation, and created a vision that enriches all students.

Lofton told the Board that success of the program will be measured by looking at the access points to the teachers, and considering the professional learning opportunities provided for the teachers.

ACTION ITEMS

ACTION ITEMS

3.1 APPROVAL OF MINUTES FROM THE APRIL 21, 2020 BOARD MEETING

Broy moved, seconded by Breymaier, that the Board of Education, District 97, approve the minutes from the April 21, 2020 Board meeting.

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

Nays: None

Absent: None

Motion passed.

3.2 APPROVAL OF THE CONSENT AGENDA

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

3.2.1 Approval of Bill List

3.2.2 Personnel

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

Nays: None

Absent: None

Motion passed.

3.3.1 APPROVAL OF AGREEMENT WITH STR PARTNERS

Moore moved, seconded by Broy, that the Board of Education of Oak Park School District 97, approve the STR Partners contract renewal that was presented on April 21, 2020.

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

Nays: None

Absent: None

Motion passed.

3.3.2 APPROVAL OF TEACHER LEADER ROLES FOR SY21

Broy moved, seconded by Spurlock, that the Board of Education of Oak Park School District 97, approve the District 97 Teacher Leadership Roles for school year 2020-2021.

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

Nays: None

Absent: None

Motion passed.

3.3.3 ACCEPTANCE OF CONTRACT WITH INFINITE VISIONS (IVISIONS)

Spurlock moved, seconded by Moore, that the Board of Education of Oak Park District 97, enter into a 60-month agreement with Infinite Visions for a financial and human resources system with a total cost of \$430,020.32 over the next five years as reported at the April 21 board meeting and listed in the board packet.

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

Nays: None

Absent: None

Motion passed.

3.3.4 APPROVAL OF AMENDED TRANSPORTATION SERVICE AGREEMENT FOR SY20

Liebl moved, seconded by Spurlock, that the Board of Education of Oak Park District 97 accept the attached resolution approving the amended transportation service agreement for school year 2020.

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

Nays: None

Absent: None

Motion passed.

3.3.5 APPROVAL OF TRANSPORTATION BID

Broy moved, seconded by Spurlock, that the Board of Education of Oak Park District 97 award a three-year contract to Lakeview Bus Lines for regular and special education student transportation.

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

Nays: None

Absent: None

Motion passed.

3.3.6 APPROVAL OF ADMINISTRATIVE SALARIES

Broy moved, seconded by Spurlock, that the Board of Education of Oak Park District 97, approve administrator and administrative support salaries for the 2020-2021 school year as presented.

Ayes: Broy, Spurlock, Breymaier, Kearney, and Liebl
Nays: Kim and Moore not supportive of section three of the proposal
Absent: None
Motion passed.

ADMINISTRATIVE ITEMS

ADMINISTRATIVE ITEMS

TRANSITION SUPPORT PLAN FOR NEW PRINCIPALS

Faith Cole, Director of MTSS, explained that the transition plan for new principals was designed by using input from new and current principals, and can be modified based on the individual's needs. She explained that the purpose of the program is to build leadership capacity that is culturally responsible and supports the retention of principals.

Cole explained that the program will offer a more robust support system that starts at the beginning of the school year, and will address their needs. Cole reported that Eboney Lofton will also be meeting with the principals on a regular basis. Cole noted the importance of the familiarizing the principals with the culture of Oak Park, the community needs, and transparency. Cole explained that this will be a two-year program, with the second year focusing on building support. The assessment will be ongoing, considering if the school is retaining teachers at a higher rate.

PROPOSAL TO CONDUCT A CULTURE AND CLIMATE AUDIT AND PROFESSIONAL DEVELOPMENT SUPPORT/ENRICHMENT FOR THE LINCOLN ELEMENTARY SCHOOL COMMUNITY

Dr. Kelley reported that this proposal is to conduct an audit of the culture at Lincoln School, and is a follow up of the After Action Plan that was shared with the Board in March 2020. She explained that the plan would be in place for the 2021 school year. She directed the Board to the second page of the proposal which identified the goals and objectives of the plan that would be led by consultant Reesheda Graham Washington, who was available for questions. Dr. Kelley explained that the purpose of the plan is to ensure that administration looks at the culture and climate of Lincoln School so that next year can be a foundational year, assuring that when the district performs a search for a permanent principal, a good foundation will be in place.

Dr. Kelley told the Board that administration decided to contract RGW for this service because a relationship has already been formed with Graham Washington, and administration felt that RGW would provide a safe space to be able to conduct the audit of the culture/climate within the school.

Board comments included concern that multiple proposals were not considered. Interest was expressed in having parents and community involved in the decision process. Interest was expressed in knowing what will change within the school. The Board was reminded that many people left the town hall meeting with the promise of a vision.

Graham Washington explained that she spent a lot of time in the community holding conversations (50 conversations in three days). She can move the work forward from those engagements and get the work done. She noted the importance of the findings, and assured the Board that she has a good understanding of what is happening in the community because she is a member of it. Graham Washington explained that she recently did work with the library and believes that the work she did there will help move this work forward, Graham Washington recommended an advisory team that could continue the work after she

PROPOSAL TO CONDUCT A CULTURE AND CLIMATE AUDIT AND PROFESSIONAL DEVELOPMENT SUPPORT/ENRICHMENT FOR THE LINCOLN ELEMENTARY SCHOOL COMMUNITY (Continued)

completes her work. She explained that she is an external consultant who does this kind of work all over the country, and shared some of her credentials.

Graham Washington explained that, due to the pandemic, she will be totally flexible with the start and end dates of her contract. She noted that a lot of the work can be done via Zoom, the advisory team can be created, and a framework can be designed. There will be no specific end date to her contract. The work will continue until it has been completed.

SUMMER PROGRAMMING PLAN

Eboney Lofton explained that this proposal is in addition to the existing summer program. She proposed two two-week sessions, one in the morning and the second in the afternoon, for three hours a day. One session would run from July 20 through July 31, and the second session would run from August 3 through August 14. CARES Act funding is being considered to fund the program, but Lofton will have a better idea about the financial needs after she meets with Rob Grossi.

Lofton explained that there will be curriculum specialists working the program. They will supply training to the teachers that includes breakout rooms, keeping students engaged, and what assessments will look like. Social workers will continue their support during the summer programming as well.

LANDSCAPING BID

Jeanne Keane reported that the district received six landscaping bids. The reference checks have been completed and Beverly Companies was recommended for approval. This item will return to the Board for action on May 26, 2020.

HEPHZIBAH AGREEMENT RENEWAL

Keane reported that she is recommending that the Board approve the Hephzibah agreement, noting that the agreement has not changed, except for the duration. Wording has been added to include two one-year extensions. She shared the importance of this agreement, noting that it is in the best interest of the families and children. This item will return to the Board for action on May 26.

ASBESTOS ABATEMENT

Keane explained that this item was moved up because construction is starting earlier this year. Keane reported that the lowest bidder has worked with the district several times before. This item will return to the Board for action on May 26 and will come in under budget.

RESOLUTION DESIGNATING INTEREST

Rob Grossi explained that the district's funds earn interest every year. There is an old law that states that the district cannot move the interest from the designated funds unless it takes action now to do so. This item will return to the Board for action on May 26, 2020.

VIDEO TAPING/STREAMING OF BOARD MEETINGS

Michael Arensdorff and Amanda Siegfried shared a summary of research, as well as information about the Board's virtual meetings during the COVID-19 pandemic, which may be relevant to the Board's discussion.

VIDEO TAPING/STREAMING OF BOARD MEETINGS (Continued)

Option 1 (Pace Systems)

Pace Systems, Inc., is the vendor that completed the work in the current boardroom. They were significantly lower priced than any other vendor and have substantial experience with the current system. Their proposal will provide one or two cameras and encoder/recording hardware in the boardroom to record video, along with the audio that is currently being recorded and done so with the current system in place. The cost estimate for this work is between \$15,400 - \$25,800.

The third option from Pace would be an additional cost if conduit is not already installed for this type of solution. This would be an additional \$5,700. If this is the selected option by the Board, we will have the vendor come in prior to finalizing to confirm. From Pace they would range from about \$30,000 to \$15,400 to complete this project. The main difference will be the quality and functionality of the cameras from the two options.

Option 2 (In-House)

Arensdorff explained that as part of the research, we reached out to our counterparts at Oak Park and River Forest High School District 200 to learn about the process and cost associated with filming their board meetings. They currently pay a communications coordinator a yearly stipend to record all meetings (plus other school events) with a handheld camera that cost about \$2,200 (paid by OPRF Booster Club). Their meetings are recorded and posted to YouTube within 48 hours of the meeting. The total time cost per meeting is approximately six to six and a half hours (meeting time plus editing and posting). Their meetings get approximately 90 views on average. Due to the time and cost associated with this solution, and considering the current capacity/workload of the communications department, the administration is not recommending this option for District 97.

Option 3 (Hybrid)

This option would require a third-party vendor to complete the installation of equipment District 97 purchases from separate vendors and then installed and configured. Doing the project in this manner may lead to issues with current audio and video configurations if not done by Pace Systems. Cost Estimate - \$8,099 (one time); \$2,760 ongoing, plus maintenance costs;

As a result of the COVID-19 pandemic, Illinois Gov. JB Pritzker issued an executive order that waived the portion of the Open Meetings Act (OMA) that requires a quorum of members of a public body be physically present at a meeting location. District 97 has been holding virtual meetings via Zoom since March 17, 2020. In accordance with the state's new OMA requirements, the district has been posting Zoom links and dial-in numbers with meeting agendas no later than 48 hours prior to each meeting. Recordings of the meetings are posted the following day at <https://www.op97.org/boe/virtual-meeting-recordings>. The meeting in March was attended by approximately 85 individuals, while the April meetings had about 20 to 25 participants (including board members and district staff). According to Google Analytics, the web page with the recordings has had 11 views since being shared in two district newsletters. The district's ability to return to in-person board meetings will depend on guidance from the governor's office, the Illinois Department of Public Health (IDPH), the Centers for Disease Control (CDC), and the local Oak Park Department of Public Health. Based on the five-phase framework released on May 5 ("Restore Illinois"), the entire state is currently in Phase 2 (no gatherings permitted). The timeline for each phase is still unclear, as it depends on our region's rate of infection and ability to test and begin contact tracing. Based on current guidance, District 97 will continue to publicize information for all virtual board meetings and provide timely access to those meeting recordings until further notice.

VIDEO TAPING/STREAMING OF BOARD MEETINGS (Continued)

Next Steps The administration is seeking direction from the Board of Education on the next steps for this project. If there is interest in pursuing cameras for the boardroom at this time, we will need to determine which option the Board prefers and include the item for approval at a future meeting. We will also need to include the additional cost in the district's budget for SY21.

Arensdorff and Siegfried requested direction on how the Board would like to proceed with this item. A brief discussion took place. Arensdorff, after being asked, recommended working with Pace, suggesting that continuing the work with them would streamline the process, and the cost difference would be recouped within a short period of time. Arensdorff offered to reach out to Pace and ask them how long the quote would be good for, and how much lead time they would need prior to installation.

Board comments included suggesting the use of Zoom when hosting in-person Board meetings. Concern was expressed about the proximity of the computers, suggesting that Zoom may not work when the computers are all in the same location, Interest was expressed in knowing the lifespan of the camera equipment, and the cost over time for maintenance, etc.

It was suggested that the research on this topic continue for the Board to review again once the pandemic subsides.

BOARD ASSIGNMENTS

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

CLAIM

The CLAIM committee is scheduled to meet in the near future to discuss issues related to the pandemic.

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

OAK PARK EDUCATION FOUNDATION (OPEF)

OPEF recently notified 500 families about their plan for an online Basecamp. They are asking for donations of Legos, and trying to offer programs at a nominal cost to include children who would not have normally participated in the summer program. They are also doing a poetry slam and art show.

IGOV

IGOV recently held a meeting and the audio from the meeting was recorded. They will be meeting again this week and guests will be able to call in. During the last meeting they talked about what each governing body is doing regarding the pandemic. District 97 shared that it is entering into summer programming, using the remote learning experience to provided structure.

POLICY

The Policy committee met last week. They reviewed the recent PRESS updates which appear to be minor changes. They discussed some CLIC issues, the pandemic policies, and Glucagin issues.

COMMITTEE FOR COMMUNITY ENGAGEMENT (CCE)

CCE met recently and talked about the pandemic and how some parents who have not been present are feeling. They are being cautious about the language the district is using. They are making sure that families can take advantage of the lunches, computers and hot spots provided by the district, without feeling embarrassed. They are talking about the things the district is doing and trying to get the message out.

BOARD CALENDAR FOR 2020-2021 SCHOOL YEAR

A second meeting in December was recommended.

LINCOLN FOLLOW UP FROM THE BOARD

President Broy shared an update. It was agreed that things are moving in the right direction. An additional update will be shared with the Board as the school year winds down.

CONCLUDING ITEMS

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BOARD REMARK

No comments were shared.

AGENDA MAINTENANCE

The draft agenda for May 26, 2020 was reviewed and revision recommendations were suggested.

Interest was expressed in the need for Board member representation during graduation? It was suggested that a recording might be needed for this purpose.

ADJOURNMENT

ADJOURNMENT

There being no further business to conduct, Vice President Kim declared the meeting adjourned at 8:50 p.m.

Board President

Board Secretary