

**Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park, Cook County, Illinois  
May 14, 2019 Meeting**

President Broy called the meeting to order at 6:26 p.m.

ROLL CALL

Present: Broy, Jung, Spurlock, Liebl (6:30 p.m.), Breymaier, Kearney and Moore (6:27 p.m.)  
Absent: None  
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendent of Human Resources Laurie Campbell, Senior Director of Policy, Procedure and Communications Chris Jасulca, Senior Director of Technology Michael Arensdorff, Senior Director of Buildings and Grounds Jeanne Keane, and Board Secretary Sheryl Marinier.

**EXECUTIVE SESSION**

Spurlock motioned, 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), Probable Litigation 5 ILCS 120/2(C)(11), Review of Closed Meeting Minutes 5 ILCS 120/2(C)(21)) at 6:27 p.m.

EXECUTIVE SESSION

Ayes: Spurlock, Breymaier, Broy, Kearney, Moore and Kim  
Nays: None  
Absent: Liebl (absent at time of roll call)  
Motion passed

**OPEN SESSION**

Spurlock moved, seconded by Moore that the Board move into Open Session at 7:01 p.m. All members of the Board in attendance were in agreement. The meeting reconvened at 7:05 p.m. with all members of the Board present.

OPEN SESSION

**3.2 APPROVAL OF THE PERSONNEL REPORT**

Spurlock moved, seconded by Breymaier, that the Board of Education, District 97, approve the personnel report as amended at the table.

APPROVAL OF THE PERSONNEL REPORT

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

Laurie Campbell introduce Amy Jefferson as the new Longfellow School principal, and Michael Arensdorff introduced Adam Tomczynski as the new Systems Integration Manager.

**PUBLIC COMMENT**

PUBLIC COMMENT

Lary Grimaldi, co-president of the OPTA, shared that we are in troubling time. He heard from the OPTA membership and many of them are here this evening to share their concerns. The OPTA leadership wants everyone to realize that this is a partnership, and we have some steps to take to move forward.

Joe Anderson, teacher at Julian Middle School, reminded the Board that Oak Park is committed to diversity. In 2012, he was trained as an IB teachers. At that time, Anderson felt as though the legacy was sold out. Mentors began leaving and the multi-cultural center was demolished. Students were forced to choose between language and art, and band and orchestra enrollment dictated the scheduling at Julian.

Stephanie Suerth, teacher at Brooks Middle School, shared that in 2013 she worked at another district and was tired of fighting with administration. There were drugs, guns etc., and when she moved to Oak Park, she thought she found her forever home. She shared that the grass is not always greener. She shared statistics on violence in schools and noted that District 97 is on track to follow them. Suerth shared that she supports SB100. She shared that she has

witnessed countless fights, destruction of property, weapons, steeling, pills being passed out and marijuana. She reported that the teachers are feeling unsafe or are being suspending for swearing at students. She reported that a teacher was assaulted by a student, and the student was allowed to return to school after a few days.

Sabrina Maggio, an OPTA association member and parent of a Brooks Middle School student, shared that this is her first year teaching in the district, but she has 11 years of experience. She shared that she has never experiences a lack of consequences. She has students who have been tardy every day, and receive no consequences for being late. When she tries to hold a restorative conversation the students were angry, and the conversations become a huge distraction. She expressed concern that other students are not getting the attention they need. She questioned how to maintain the equitable learning environment that this district prides itself in, and suggested that the students need structure. She reminded the Board that part of the IB mission is to give students the tools they need to be successful in the real world.

Aaron Contraveus, a teacher at Brooks Middle School, told the Board that he supports his colleagues. He suggested using the words “reactionary measures” instead of “consequences”. He suggested that the students need more mentors, and suggested that only three social workers in a middle school is not enough. He acknowledged that administration is working hard, but the students are having an identity crisis, and need mentors. He suggested creating more groups and clubs to help them find themselves, and make discipline a priority in the schools. He reminded the Board that students need to feel safe so they can learn.

Tom Kanwischer, a teacher at Julian Middle School, past president of the OPTA association, and an Oak Park parent, addressed the Board regarding the learning and working conditions. He told the Board that his family chose to live in Oak Park because of the amazing teachers here. Kanwischer shared that he is watching colleagues leave, because of the lack of systems, and noted that the lack of consequences are a concern. He shared that kids are afraid to go to the bathroom, are being bullied, and their property is being damaged. He asked how we can expect them to learn when they do not feel safe. He told the Board that the teachers care, but he has lost the support of students because there are no consequences.

Valarie Brown, a teacher, tried to explain the chaos in the school regarding discipline. She told the Board that she cannot get support for simple rules. She reminded the Board that in real life, people are not allowed to do whatever they want to do. She questioned how students will ever be successful when they cannot follow simple rules. Brown reported that she was abused last year by parents, one of them a Board member. She had to take leave last year because she could not stand it anymore. She encouraged the Board to talk to the teachers, and suggested that the Principals should be allowed to run their buildings. She told the Board that after working in the district for 25 years, she wants to leave right now, and suggested that the problem will only get worse.

Maxwell Dykla teacher at Brooks Middle School, explained that there are no clear expectations at the school for good and bad behavior. He noted that it is natural for kids to test boundaries, but the adults are unclear and are not supporting an environment that is safe for them. He noted that administration supported counsel and guidance, but teachers are ignored, the students are talking back, and sometimes physical or verbal altercations exist. Dykla recommended training on de-escalation techniques, suggesting that the students need a structured and supported environment at school. Dykla asked the Board to support the equitable, positive learning environments.

Mary Nelson, a teacher at Brooks Middle School, expressed concern about monitoring the hallways. She reported that the hallways are chaotic during passing periods, and she is anxious and worried that someone will get hurt. She explained how the students play a game called “push tag”. Some of the students will respond to her request to stop, but there are 917 kids in the building. Nelson explained how the stairwell is a concern. She shared that her assigned post was on the landing between floors, but she asked to have her assignment changed. She shared that students are reluctant to move into the classrooms at the beginning of class, and there are too many students wandering the halls during class. Nelson asked for support to make the hallways safe.

Deborah Levine, an Oak Park resident, expressed concern about the money allocation for Beye ADA improvements. She noted that over \$1,000,000 was put into library and STEM labs, but expressed concern that the building needs more accessibility. She suggested that it seems counterintuitive to create spaces that only some can access. She shared that she understands that there are plans for Beye, but it seems tenuous. Levine asked for more information on how the plan was made and details on what is missing in the plan for Beye. She suggested that the Beye

community should be included in planning, and asked if the other schools are fully accessible? Levine asked for more transparency, and information that explains the how and why? She reminded the Board that the referendum was passed in part to make the buildings ADA compliant, and suggested that the FAC report does not appear to support that plan.

Andrew Seymour, a teacher at Julian Middle School, shared that he believes that administration is 100 percent supporting the kids. He shared that his early tenure was based on classroom management and hallway supervision was important, but this year something changed. He shared that he has been asked why he cares, and noted that the situation is spreading. He shared that students are skipping class on a regular basis, and truancy was not being addressed. Kids have started hanging out where they do not belong, which has created an unsafe environment for students who have permission to be in the hallway. Seymour shared that he has started escorting students for their safety. He suggested that there needs to be consequences for kids skipping classes.

Kathleen Priceman, a retired District 97 teacher, shared that she reads the Board minutes and is surprised by what is being said by administration and the Board, because she hears them say different things when they are out and about. She told the Board that she can answer all questions on the Lincoln Spanish Immersion program, as can the teachers currently involved in the program. She noted that the district continues to struggle with the meaning of equity, and that the kids are telling administration that they are not being challenged. Priceman shared that she raised three kids in Oak Park and they were never afraid. Priceman noted that there are 52 administrative staff in the district office and requested job descriptions for all of them. She asked how much money was spent on PBIS, suggesting that it has been a joke. She also asked how much is being spent on MTSS. She noted that both PBIS and MTSS are not mandated programs. She suggested that the students of Oak Park are not at risk, but are really cool kids.

Paul Packer, a teacher at Irving School, addressed the Board regarding discipline, and asked what one should do when there is no action being taken. He suggested that the safety and moral on the campus is at jeopardy, and that the discipline policy under minds the staff, which in turn affects the instruction for all students. He shared that he sees a lack of support for discipline, or students are getting restorative practices and not consequences. He shared that the fifth graders are working on a data collection project, and one of them is focused on bullying. Packer suggested that the administration is failing the students.

Amanda Turnbull, an Irving School parent, expressed concern over the lack of input the Librarians have had regarding the renovated elementary school libraries. She explained that the librarians have been busy purging books, but have no idea how many books will fit into the new spaces. She is now learning that all libraries will get renovations, and is asking that the staff be included in the decision making process. Additionally, she noted that the Longfellow library only has 15 books per student, and questioned who is making the decisions, and what is involved in the process.

Christen Vincent, an Oak Park resident and retired District 97 teacher, shared the history of the WPA murals, She noted that most of the Oak Park schools had WPA art, but most is long gone. She supported the removal of the art since most people have never heard of the WPA. She did however, feel that the removal of the art is a lost opportunity.

Lisa Peloquin, an Oak Park teacher and resident, thanked the educators who spoke this evening, and expressed gratitude for how much they care. She asked that the district double down on culture and climate in the schools, suggesting that there is a lot of work that can be done. Peloquin shared that she wrote a paper on restorative justice, and indicated that the district is not hitting the mark.

Makesha Flornoy- Benson, an Oak Park parent, and co-president of DIVCO, shared that she and other parents, supports the education of kids who are neglected, and will continue to be a thorn in one's side. She noted that there is a system in place that was not built for our kids, and some teacher were not built for our kids. There are people in this room who want it to be easier to deal with our kids. She shared that she is hearing that teachers do not think that things are being handled appropriately. She noted that a black boy was handcuffed and jailed a few weeks ago. She expressed the need for things to be different, and wishes that everyone could work collectively.

Cynthia Brito, parent and coordinator of the Social Justice club at Julian Middle School, explained that the students in the audience wanted to be here this evening to support their teachers. She expressed shock and disappointment that the teachers were expressing their concerns but not asking for equity, and the fact that children experience violence in their homes, and the school to prison pipeline. She suggested that when the community talks about students “at risk”, they are talking about black students. She suggested that all students need to feel welcomed by teachers who love them, and suggested that this feeling is more important than taking off their hoods. She suggested that black students need more mentors, and restorative justice, not more discipline or more security guards. Brito indicated that Oak Park wants to be more aggressive, but she hears about the aggression in the schools. She invited everyone to visit the Social Justice Club and talk to her, noting that not one teacher has come to visit.

Keecha, a middle school student, asked the Board to take time to think about the children when they go home, and consider why they are acting this way. She suggested that adults may not be trained properly on how to deal with these kids. She explained that the Social Justice club sees these children, and helped in the removal of the WPA murals, which made the school more welcoming for them. She suggested that although the adults preach equity, the teachers do not know what that means. She explained that they are the same teachers who are sending kids to the assistant principals because they do not know how to deal with them. She suggested that the students may be acting out because they feel uncomfortable to be in that teacher’s classroom. She suggested that teachers should teach them how they want the students to act in the class, because they do not know how to do it.

Taylor, a Julian student, Talk about the quality of time.

Janaya Lewis, a Julian Middle School student, shared how she experienced racism at school by telling a story about how she was out of school for a period of time and when she returned, the assistant principal told her not to start any trouble because everything was fine while she was gone.

Ray Longstreet, a Julian Middle School student expressed concern that the big things other kids are doing are being ignored, while little things are being punished. He told a story about how he tried to assist administration with a problem. He told them who and how something was done, and administration did not believe him. He suggested that it is unfair that kids are not allowed to go on trip because of little things they have done.

Amani, a Julian Middle School student shared that some teachers do not know how to handle some situations. They need to know what they are signing up for. He reminded the Board that we all have different backgrounds, and suggested that people should not judge others without getting to know them. He suggested that teachers should not assume that kids are “trouble” kids. He noted that first impressions are a big thing, but not always correct. He reported that not one teacher has come to visit the Social Justice group. He shared that the teachers talk about the club, how it is chaotic and disorganized, etc., but he noted that the group is doing things to change the community, and asked that the community give them some credit for speaking up.

Seth, a Julian Middle School student, explained that he cannot tell the Board how many times he has been mistreated, and explained that kids of color automatically get a label put on them. He shared that he is in advanced algebra, but people do not believe him. He was rejected from the honor roll breakfast because he was told that kids like him do not make honor roll.

Antwan Ford, an Oak Park River Forest High School student and former Julian student, reminded the Board that Travon Martin was killed because he wore a hoody, and suggested that wearing a hoody does not make kids thugs. He explained that the students try and talk at these meeting, but nobody listens. He suggested that the adults do not need any tactics to talk to black kids, because they are just kids. He explained that being black is not easy, and explained that it is difficult to walk down the street and be judged by the police. He suggested that strategies are not necessary, that adults should just talk to the kids.

Alia Wilson, a Julian Middle School student, shared how she was labeled in sixth grade and placed in a classroom with all black kids. She even had a teacher tell her that she will keep getting labels put on you. She shared how a student received a one day suspension for putting a swastika somewhere, but allowed to go on a field trip. Alia shared that she cursed at a teacher, and was not allowed to go to a dance. She indicated that there is a double standard and suggested that students should not have to go through this because of the color or our skin.

John Coluchi, a middle school teacher, apologized to the students for not being recognized. He read a note from a student thanking him for treating her better than what she thought she deserved. Coluchi reminded the Board that kids need unconditional support for them to succeed. He shared that he has been affected by lack of support. He does not want to be labeled as racist because he asked for a hood to be removed. He just wants them to take the ear buds out of their ears so they can hear what is happening around them. He acknowledged the lack of follow up over consequences, and the need to enforce the dress code.

Nichelle Stiger, a teacher at Brooks Middle School shared that she grew up in Oak Park. She explained that her heart is pounding, she is scared, but she loves her job. She explained that she had to work extremely hard to get to where she is today, and wonders if adults are thinking about how society directly effects what is happening in the classrooms. She shared that students need to feel comfortable, but they are on guard. Stiger suggested that adults are not working together.

Mark Housfeld, a Brooks Middle School teacher, explained that the behavior of the eighth grade students has been so bad this year that two people actually quit their jobs. He shared that he has been in the district for 20 years and this is the worst he has ever seen it. He explained that he pulls students to the side, but they chose not to listen. He explained that the students ignore the adults, and he questions what should be done. He explained that the students walk away and continue to do whatever he asked them not to do.

Doris Davenport, an Oak Park resident, questioned why so many members of Oak Park are engaged in the issue of equity? She suggested that an expulsion does much more harm than good. She questioned how much time administration works to deliberately try to understand what moves students. We want them to believe that we support the whole child. Davenport supported restorative justice noting that it builds relationships, and suggested that those who do not support them should look in the mirror. She questioned where the love for children is, and questioned what messages the adults are sending the children, and what kinds of adults we are raising. She suggested that many black families practice restorative justice, and suggested that kids need to see and experience community.

Cate Reading, an Oak Park parent, asked everyone to be aware of the tone of respect for student and teachers. She suggested that kids who are hurting will fail. She suggested that the community does not want to misconstrue that we need more security at the middle schools, when in all fairness, we need less. She reported that there was a situation this week that was handled deplorably. She suggested that the district needs more staff of color. Reading acknowledged that the teachers do not have time, but need to build relationships.

Miles Lee, a Brooks Middle School teacher, explained that he wanted to grow up in a community like this one. It is obvious that we have work to do. We need revised grading procedures that will encourage kids to attend to the day-to-day academic responsibilities. The current system has discouraged kids from participating, and students are making the calculations of what they will and will not do. Because of that, they are avoiding the more difficult work. They are avoiding the more critical skills, they are disenfranchising the black students.

Diedre Kellaher, an Oak Park teacher, supported the statement made by Mr. Lee. She noted that students are turning in late work because there are no consequences, and this makes it difficult for teachers to stay on top of. She finds it difficult to get grades back on time because only six students turned in the work on time. She has a parent who constantly redoes the work and it has to be regraded. She does not have time to build relationships because she is redoing all this work. She explained how time is wasted in class going over what has been on the board since day one. She shared that she is worn down. She invited the Board to visit her classroom to see for themselves. To see what it is like to experience the stress they deal with daily because they love them.

Adrienne Court, an Oak Park teacher, noted that some of the messages might be muddled and she wanted to stress that the teachers are here because they care. She shared that she did visit the Social Justice club meeting today and had a very meaningful conversation with them. Court explained that those students do not get to take her class. It is overwhelmingly black and brown students who do not get the design class, and she blamed the structure. She expressed the need for a restorative system. She explained that kids are sitting in the hallway because the assistant principals are putting out fires everywhere else. She suggested that if a student is missing in class there is no process to figure out where they are, and requested a safe learning environment for them.

Molly Wulkowicz, parent of a multi-racial Julian Middle School student, thanked Mr. Anderson for speaking about the IB system. She suggested that the program was poorly implemented and puts students and staff in a bad position. She noted that her daughter does have teachers who care deeply for her, but her experience in Oak Park schools has been mixed. Longfellow was responsive, but more issues happened there. She is shocked and horrified that Oak Park is so racist. We have swastika and “N” words. People are pitted against each other. Her daughter is not feeling very safe.

## **SPECIAL REPORTS**

### **MTSS-B ACTION PLAN**

SPECIAL  
REPORTS

Felicia Starks Turner and Carrie Kamm explained that they participated in a school discipline reform program to better understand the root causes of racial profiling. They noted that the potential root causes drivers include;

- Student sense of belonging in school
- Role implicit bias potentially plays in staff decision making regarding student discipline and high academic expectations for all students
- Lack of academic challenge
- Lack of common understanding, expectations, and consistent implementation of Tier 1 supports
  - Tier 1 Classroom Practices
  - Varied range of responses in regard to student discipline and consequences
  - Restorative Practices
  - Trauma Informed Classrooms

They explained that the district seeks to better understand the professional learning and support needs for the staff as it relates to PBIS Tier 1 Classroom Management Practices, which include;

- Physical environment
- Classroom expectations/rules
- Classroom procedures and routines
- Active supervision
- Specific positive feedback
- Error correction
- Task difficulty
- Opportunities to respond

A needs assessment was completed and determined that;

- Active supervision did not emerge as a high area of need
- Classroom expectations/rules was ranked as number one
  - Followed by routines/procedures
- Classroom physical environment was ranked last

The following items were taken into consideration when creating the draft action plan which was included in the Board packet.

- Predictable cadence of assessment, professional learning opportunities, team meetings processes
- Professional learning informed by needs assessment and aligned with Tier 1 classroom management practices
- Job-embedded professional learning on Tier 1 restorative practices

They reminded the Board that the budget was approved last February to include MTSS coaches and culture climate coaches, and expressed interest in providing teachers with a similar level of support for the culture and climate efforts at the schools.

Starks Turner explained that this recommendation is building on the supports already in place. She noted that through the Illinois Empower Grant the district has funds for systems in the original graphic.

FAC PRESENTATION

Jeanne Keane, Senior Director of Buildings and Grounds, and Dirk Danker, Facilities Advisory Committee member, presented the 5-year Facilities Plan recommendation. Keane noted that Beye School is missing from the plan for accessibility because more time is needed to determine the needs of that building and finalize the recommendation.

Interest was expressed in notating in the motion that the plan is to update Beye School at a later time, and no child should need to change schools because their classroom is not accessible.

**ACTION ITEMS**

ACTION ITEMS

**3.1.1 APPROVAL OF MINUTES FROM THE MARCH 12, AND APRIL 30, 2019 BOARD MEETING, AND CLOSED MEETING MINUTES FROM JANUARY 9, 2018 THROUGH JUNE 12, 2018, AND RELEASE CLOSED MEETING MINUTES AS INDICATED BELOW.**

Spurlock moved, seconded by Breymaier, that the Board of Education, District 97, approve the revised minutes from the March 12, 2019 and April 30, 2019 Board meetings, the closed meeting minutes from January 9, 2018 through June 12, 2018, and release closed meeting minutes as indicated below.

**APPENDIX TO  
BOARD OF EDUCATION MOTION ADOPTED MAY 14, 2019  
REGARDING CLOSED MEETING MINUTES**

Minutes of closed meetings held on the following dates, or parts of such closed meetings, to be made available for public inspection except as noted:

January 23, 2018 – Release item 2, but maintain items 1, 3, 4 and 5 as confidential.

January 31, 2018 – Release minutes in full.

February 13, 2018 – Release items 1 of the minutes of the first closed meeting except for the name of the employee identified in the discussion; maintain items 2, 3, and 4 as confidential.

February 27, 2018 – Release item 1 of the minutes, but maintain items 2 and 3 as confidential.

March 13, 2018 – Release items 1, 2, 3, 4 and 5; but maintain item 6 as confidential.

May 8, 2018 – Release items 3 and 7; maintain items 1, 2, 4, 5 and 6 as confidential.

Minutes of closed meetings held on the following dates are to be maintained as confidential at this time:

February 13, 2018 – Minutes of second closed meeting

April 10, 2018

April 24, 2018 – Minutes of both first and second closed meetings.

May 22, 2018

June 1, 2018

June 12, 2018

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

**3.2 APPROVAL OF THE CONSENT AGENDA**

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

3.2.1 Approval of Bill List

3.2.3 Disposal of Property

3.2.4 Approval of Special Board Meeting Dates for Board Retreat

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

Nays: None

Abstained: None

Motion passed.

**3.3.1 APPROVAL OF SIGNATORIES**

Moore moved, seconded by Breymaier, that the Board of Education of Oak Park District 97, approve the signatories as presented.

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

Nays: None

Motion passed.

**3.4.1 RENEWAL OF PROBATIONARY TEACHER CONTRACTS**

Spurlock moved, seconded by Moore, that the Board of Education of Oak Park District 97, approve the renewal of probationary teachers’ contracts as presented.

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

Nays: None

Abstain: None

Motion passed.

**ADMINISTRATIVE ITEMS**

ADMINISTRATIVE ITEMS

**PRESENTATION OF PAPER BID**

No questions or comments were made on this topic.

**IRVING COMMUNITY ROOM RENOVATION**

No questions or comments were made on this topic.

**DONATION – WHITTIER AUDITORIUM UPGRADE**

It was noted that the Whittier Auditorium upgrades are being donated by the Whittier PTO.

**OVERNIGHT AND OUT-OF-STATE FIELD TRIPS**

Concern was expressed that one of the outdoor education locations is actually a religious retreat center where crosses and religious pictures hang prominently. It was also suggested that the bonfire could be perceived as intimidating. Interest was also expressed in knowing if the hosts have experience with diverse student bodies.

Dr. Kelley offered to have administration share a statement explaining their vetting process, and on venues and their staff.

**APPROVAL OF THE 2018-2019 FINAL SCHOOL CALENDAR**

It was reported that the last day of school has been changed to June 6, 2019.

**SCIENTIFIC APPROACH TO MITIGATING DISCIPLINE PROBLEMS: PERSPECTIVES EXPERIENCE PROGRAM**

Dr. Kelley reported that this request is for technology for staff. She explained that the amount of training the district would have to provide to someone about implicit bias would be extensive, and trying to get individuals to interrupt their thought process to change their behavior is difficult. She explained that the program is inviting smaller district to participate, and is interested in piloting the fifth to sixth grade transition. She noted that a memorandum of

understanding would need to be reviewed by the district’s attorney and the data sharing agreement would need to be signed by the program’s representative.

ROLE RECOMMENDATION FOT THE 2019-2020 SCHOOL YEAR  
No questions or comments were made on this topic.

**BOARD ASSIGNMENTS**

BOARD  
ASSIGNMENTS

**REFERENDA UPDATE**

Member Breymaier shared a final draft of the referenda update flyer for review. He explained that the document had already been vetted by staff, and committee members from the Facilities Advisory Committee, Finance Oversight and Review Committee, and the Committee for Community Engagement. He explained the purpose of the document is to give a high level overview of the district’s accomplishments since the passing of the referenda. The Board reviewed the document and recommendations for revisions were recommended.

**CONCLUDING ITEMS**

CONCLUDING ITEMS

**BOARD REMARKS**

The passing of Bobbi Raymond was shared. It was noted that Raymond created the Oak Park Housing Center and worked hard for many institutions in the community, and scholarships for students. She helped some of the first black families who moved here to working with the folks to understand why this would be a good thing for the community.

IGOV is considering engagement in a racial equity session. There are a couple groups that could be considered. Member Breymaier suggested that the Board take the lead on this and unanimously support this recommendation.

Concern was expressed that a Doodle was sent to the Board and a couple members did not respond. The Board was reminded that they are making decision that affect the community and our kids. It was suggested that the Board try to find a day that works for them and schedule a Dinner and Dialogue session with the CRC.

**AGENDA MAINTENANCE**

The draft agenda for the May 28, 2019 Board meeting was reviewed and revisions were recommended. Draft agendas for the May 16-18, 2019 Board retreat were also reviewed and no changes were recommended.

It was noted that the Illinois Advanced Learner topic will be on the May 28, 2019 agenda. Vice President Kim will collect questions ahead of time.

**ADJOURNMENT**

ADJOURNMENT

There being no further business to conduct, President Broy declared the meeting adjourned at 10:48 p.m.

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Board President

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Board Secretary