

**Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park, Cook County, Illinois  
June 16, 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 5:32 p.m.

ROLL CALL

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

Absent: None

Also Present: Superintendent Dr. Carol Kelley, Associate Director of Education Felicia Starks Turner, 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, Consultant Rob Grossi, and Board Secretary Sheryl Marinier.

EXECUTIVE  
SESSION

**LEARNING SESSION – DEEP DIVE INTO THE RACIAL EQUITY ANALYSIS TOOL**

Consultant Mutiu Fagbayi from Performance Fact led the Board in a discussion about the Racial Equity Analysis Tool. The Board read items 4-7 and the first paragraph of item 8 of Policy 7:12 section B and a discussion occurred. The Board considered two different tools for this purpose and decided to use both of them for the time being.

**Decisions Made/Path Forward**

- 1) Carry both frameworks for now
- 2) Administration should use the framework when presenting information for Board decision-making and use the framework that fits the decision to be made
- 3) Potential applications (list to be revisited in July)
  - a) Budget
  - b) School closing/opening
  - c) Police in the schools (SRO)
  - d) Revisit this list in July
- 4) The board secretary will make the toolkit questions available/visible during board meetings (place in blotter at the Board table)
- 5) Consider discussing the SRO concern during the July 14 Board meeting

OPEN SESSION

MAKE OUR D97  
BETTER  
AWARD

The Board tried the tools by using SRO in schools as an example.

The Board took a brief break and resumed the meeting at 7:00 p.m. with all members of the Board in attendance.

**RETIREE RECOGNITION PLANS**

The board secretary shared a video recognizing the 27 district retirees for 2020.

**PUBLIC COMMENT**

Due to the nature of a virtual Board meeting, the public was asked to email their comments to the Board. 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. President Broy read the following statements.

PUBLIC  
COMMENT

PUBLIC COMMENT (Continued)

Percy Julian Middle School PTO

“The Percy Julian Middle School PTO would like to thank the staff and board members for listening to our concerns regarding the principal selection process at Julian. We as a group are still concerned with the expedited nature of this hire; however, we feel that the staff, specifically Gina Herrmann, have been listening to our concerns and have incorporated our other suggestions which we greatly appreciate. We are specifically very pleased that two PTO board members have been incorporated into the Parent Selection Committee and that the Oak Park Teachers Association will now be participating in the third round interview process.

We as the Julian PTO have submitted the following characteristic which we would like to see in the future principal but would like to reiterate these items to the Board as follows.

- Vision for equity programming
- Vision for success which matches community’s expectations
- Proven communication skills
- Foster a positive learning environment for the kids that emphasizes empathy
- Ability to articulate new/different educational programming to excite the kids & staff
- Abilities & experience to effectively empower teachers and staff
- Flexibility & listening skills
- Longevity in the position
- Recruit qualified candidates from within the community
- Someone who has enthusiasm, warmth, and the emotional intelligence to read the community and encourage engagement

We look forward to continuing to work with you as partners during this important selection process.”

Dr. Elizabeth Thompson and Dr. Mara Maas

“Dr. Elizabeth Thompson and Dr. Mara Maas are pediatricians and mothers of students in District 97 would like to encourage the board to make a full return to in person learning plan for all District 97 schools. In person education is far superior to e-learning in regards to academic standards, critical thinking skills, social-emotional development and building and fostering of friendships and peer relationships. A 20 percent or 50 percent in person learning will leave significant gaps in education that is not necessary during the current COVID-19 pandemic. This hybrid model also defeats the IDPH model of cohorting students- these students who are not in school full-time will likely be mixed in camps and other daycare settings to meet the childcare requirements working parents need.

Internationally, numbers of children infected by this virus remain low. Serious illness is even lower. Several studies from different countries have dispelled the concern that children are spreading this virus to other children or to adults they have close contact with. Studies from Japan and the Netherlands show that children are rarely the index case in the community or within the family. Studies from Denmark, Australia, and Ireland all show that reopening of schools does not cause a large spike in COVID cases nor is there a real concern for large outbreaks due to classroom transmission. There will not be zero cases as shown in France, but with proper procedures in place, these outbreaks can be contained and students can continue to learn.

It is our responsibility as a district to come together and figure out the best utilization of resources so that all children have the opportunity to return to full in-person learning this fall. This will take a large amount of logistical planning. There will need to be modifications made to classrooms to allow for proper spacing of students and teachers. There are several spaces inside school buildings such as the art rooms, libraries, gymnasiums, cafeterias, auditoriums, etc. that can be utilized as classroom space to allow

PUBLIC COMMENT (Continued)

for smaller groups in each room. There are also libraries, Park District buildings, and other community buildings that should also be considered. There will need to be protection planned for our teachers, administrators and staff who are essential workers in our community to keep them safe.

Other plans fail to provide our children with consistency and challenge of a full academic schedule, not to mention the other roles that a school plays in the lives of children. Please, let's work together, be creative and not give up."

President Broy reported that the Board received over 150 emails requesting the removal of the Student Resource Officers (SROs) from the middle schools. She read one anonymously and asked that if someone sent in a message and wanted their name in the minutes to please let her know.

"I am writing about the use of Oak Park police officers in our schools. Both District 200 and District 97 must immediately end the intergovernmental agreements (IGAs) or partnerships with the Village of Oak Park and the Oak Park Police Department. Our children have cried out repeatedly asking that we reduce the fear and harm that confronts them at school by removing school resource officers. I am demanding that of you today.

Police in our schools is problematic in many ways:

- It reinforces the school-to-prison pipeline by using officers who are trained to engage with violent adult criminals to address youth issues and conflicts. This results in the over-disciplining and criminalization of Black and Brown students.
- It communicates to our students that the District sees them as potential criminals, and not our future leaders.
- It diverts funding away from the resources that our children need to thrive in school, such as counselors, community-connected social workers, mental health professionals, and restorative justice practitioners.
- It increases anxiety in school among students of all backgrounds.
- It endangers our Black and Brown students, who are already the target of police harassment in our communities. We must stop bringing those who mistreat them into our school.
- We do not need police officers in the school interacting with, and in a position to harass, our students in the name of protecting them from outside threats any more than we need the police sitting in movies at Lake Street movie theater to protect patrons from a potential armed threat.

Take action now to remove police from our schools."

President Broy explained that the Board has plans to continue this conversation during the July Board meeting.

The following comment was received during the meeting and not read aloud.

PUBLIC COMMENT (Continued)

Katharine Hildebrand

1) Thank you for your consideration regarding removing SRO's in District 97. I join many parents in urging you to do so.

2) As a parent of an incoming eighth grader (who happens to have two IEP's) at Julian, I feel very strongly there should be a middle school curriculum committee for the upcoming year made up of administrators, teachers AND PARENTS.

— a) I am assuming it is highly likely we will have at least a partial remote learning in the fall and this requires involvement at home from parents.

— b) More importantly, in this moment as we are addressing our country's historical failings and brutalities with our black citizens, as a community need to make sure we are making every effort through a coordinated middle school curriculum to teach/form our students into socially-aware, sensitive, and anti-racists young citizens.

3) I know that District 97 will wait for the report from ISBE later in the month. I will say that Oak Park is looked at as a leader in the state and I believe there are ways we can have safe remote learning that is a structured, real-time instructional day with a teacher and classes on Google classroom mimicking an actual school day. This would be a huge difference from the spring (which I know was unable to be coordinated at the time as a real-time instruction day.) My son needs a teacher to teach him. He cannot be expected to read and YouTube video learn his way through history, science and English literature.

I also suggest that Wednesday could incorporate a break day or half-day to do virtual team games on Google classroom, virtual field trips, and personal outdoor exercise. Just a thought to build morale and lessen stress.

**SPECIAL REPORTS**

**HANOVER RESEARCH UPDATE**

Mary Kate Taylor and Emily Scher from Hanover Research shared a brief summary of their company and services. They reported that Hanover Research provides unlimited access to customized research across four research methodologies (quantitative, qualitative, secondary, and survey research) to search K12 districts as an adjunct planning group or extension of the central office. They reported that Hanover will offer this access to District 97's leaders for the fixed annual fee to include additional services that were identified.

Hanover recommended the following sequence of research projects to support the district in conducting a comprehensive analysis of districtwide equity. Each of these research projects addresses at least one Equity Focus area in the commitment to equity.

- Academic outcomes analysis
- Behavioral outcomes analysis
- Climate and Culture
- Benchmarking KPIs of Equity
- Professional development needed assessment for equitable education
- Annual report District 97 commitment to equity

Hanover will conduct a historical, descriptive analysis of academic outcomes to be presented in an interactive dashboard to allow for the comparison of outcomes across various student groups

## HANOVER RESEARCH UPDATE (Continued)

### Behavioral Outcomes Analysis

Hanover will conduct a historical, descriptive analysis of behavioral outcomes to be presented in an interactive dashboard to allow for the comparison of outcomes across various student groups.

### Climate and Culture Survey

Hanover will design, administer, and analyze the results of a district climate and culture survey to solicit the perceptions of the district's students, staff, families, and community members to understand collect insights into how these stakeholders perceive their school/building environment.

### Secondary Benchmarking KPIs of Equity

Hanover will conduct a secondary benchmarking study to identify exemplary KPIs that peer and aspirant peer districts across the county currently use to monitor progress. This study will specifically review objectives that align with those of District 97 Equity Focus Areas.

### Professional Development Needs Assessment for Equitable Education

Informed by the areas of strength and areas for further growth that the quantitative analyses and climate and culture survey indicate, Hanover will design, administer, and analyze the results of a Professional Development Needs Assessment survey of staff throughout the district.

### Annual Report: Commitment to Equity

Hanover will first collaborate with the district to determine which KPIs to prioritize in its commitment to equity. Hanover will then synthesize the data collected from the series of research projects to support each of these KPIs in an external-facing summative report.

## **DISTRICT 97 COMMUNITY HEALTH/CM/DE PAUL MINDFUL MATTERS**

Dr. Orson Morrison, the Director of DePaul Family Services from DePaul University reported that several services were offered to the Brook and Julian Middle School communities during the 2019-20 school year, in a partnership with the Oak Park Township Community Mental Health Board. The communities talked about technology, anxiety, depression, executive functioning, mindfulness and the social and emotional needs. The communities focused on resiliency skills for anxiety, depression and executive functioning.

Morrison reported that approximately 70 school staff members attended workshops on strategies to support youth with executive functioning and anxiety challenges. Feedback from the sessions was shared. Overall response was good and those in attendance expressed interest in more training.

He reported that the community talks had about 200 attendees prior to COVID-19. And about 150 people participated virtually since the pandemic. The results from the talks were recorded and made available on the website.

### Successes

The DePaul clinicians report that communication with school staff is going well, clinicians have had success in building rapport and building group cohesion, and the students enjoy activities particularly when tailored to their interest. There are many students who seem to have taken to the "mindfulness" concepts.

### Challenges

Not all students respond to the "mindfulness" approaches, particularly those that present significant externalizing behaviors such as anger and aggression. Morrison is working with each school team to

## DISTRICT 97 COMMUNITY HEALTH/CM/DE PAUL MINDFUL MATTERS (Continued)

understand the nuances of screening and referring students for various types of services. The schools do not have many other school-based resources to refer students who have other needs,

### Next steps

- DePaul Tier 2/small groups pilot at Irving and Holmes elementary schools
- Build out role for CMHB supported Care Coordinated for middle schools
- Continue refining decision rules for the Mindful Middle Schoolers program
- Continue to build out additional Tier 2 supports (social/academic skills groups; particularly for students who demonstrate anger/aggression).

## COVID-19 TRANSITION PLANNING UPDATE

### D97 Remote Learning Experiences Spring 2020

Chief Academic and Accountability Officer Ebony Lofton, and two psychologist, Vicki Perez and Cheryl Newman updated the Board on the District 97 remote learning experiences – spring 2020.

They explained that the first step was to determine what was available for remote learning. They asked five questions about remote learning and collected data across stakeholders using online family surveys, phone surveys, online teacher questions, etc., and some of the results were shared.

### Sense of Connectedness

Families felt supported when their child had an opportunity to meet individually with their teachers at least once a week. Students liked engaging/interactive activities with teacher and peers, and teacher reported feeling very supported to somewhat supported. There was some contact from administration to see how they were doing.

Some students did not communicate daily with a teachers. Teachers struggled to have a sense of a shared vision with the district.

### Basic Needs

Families did not self-disclose concerns about their basic needs on the survey. There may be limitations because it was an online survey. Students reported exercising or went outside at least once a day. Most children said they felt great/good. Teachers knew where to direct their families if they needed mental health services or childcare.

Families reported stress over work/life due to childcare needs and noted the abrupt change felt emotionally intense. Printing was identified as difficult for many. Students struggled with having a quiet place to work, and dependent on adult availability.

### Communication and Expectations

Students felt positive about the high frequency communication leading to a positive mood and feeling most supported. Teachers like the autonomy to plan the learning activities slide.

### Challenges for families confusing to navigate multiple grade levels.

Some families began their day before kids have received their work, some families had to share a device, and sometimes there was an unclear vision of remote learning vs. E-learning. Students wanted more structure time and did not want to be muted during their time together. They noted too much variance in offerings and more pre-recorded or live video instruction. Teachers were unclear on how to provide feedback.

DISTRICT 97 COMMUNITY HEALTH/CM/DE PAUL MINDFUL MATTERS (Continued)

Student Learning

Families with middle schoolers reported no challenges as of April. 97 percent of the students reported contact with their teachers at least once a week. Teachers with IEPs had more frequent communication with teachers and classmates. 96 percent feel prepared or mostly prepared for the next school year. 68 percent said assignments felt “just right”. 62 percent read daily. Teachers reported having enough resources and support.

Challenges

Families struggle with lack of student’s independence and difficulty sustaining attendance during Zoom meetings. Children with 504, IEP, GTD, etc. had difficulty finding motivation to do the work. Multiple technology barriers were noted (connectivity, inexperience with platforms, computer literacy, etc.) that limit their comfort with teaching their kids.

Students reported receiving “some but not enough” or “not enough” instruction. 22 percent say there are “too many assignments” Qualitatively, some reported feeling unengaged and reported more difficulty with math and writing than reading. The range in daily hours spent learning was 1 hour to 7 plus hours (average of 3.4 hours).

It was reported that the report scheduled for July 14 will include details on the cost, etc.

**ACTION ITEMS**

ACTION ITEMS

**3.1 APPROVAL OF MINUTES FROM THE MAY 26, 2020 BOARD MEETING**

Spurlock moved, seconded by Kearney, that the Board of Education, District 97, approve the minutes from the May 26, 2020 Board meeting.

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

**5.2 APPROVAL OF THE CONSENT AGENDA**

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

- 5.2.1 Approval of Bill List (amended)
- 5.2.2 Personnel
- 5.2.3 Approval of Disposal of Property
- 5.2.4 Authority to Pay Bills and Hire Staff During the Months of June, July and August
- 5.2.5 Approval of the Final Calendar for the 2019-2020 School Year

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

**5.3.1 RESOLUTION – FUND BALANCE TRANSFER TO DEBT SERVICE FOR 2019 TAX LEVY ABATEMENT**

Broy moved, seconded by Breymaier, That the Board of Education of Oak Park District 97 approve the formal transfer resolutions. The first transfer totaling \$497,973.38 is to move funds from the Education

Fund to the Debt Service Fund for lease payments. The second resolution is to allow for the transfer of interest to the fund(s) of greatest need at a future date after the FY20 total interest is known.

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

**5.3.2 RESOLUTION – FUND BALANCE TRANSFER TO DEBT SERVICES FOR CAPITAL LEASES**

Broy moved, seconded by Moore, That the Board of Education, Oak Park Elementary School District 97, approve the attached resolution to transfer \$829,566 from the Education Fund to the Debt Service Fund to support the payment of lease obligations.

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

**5.3.3 APPROVAL OF CLIC RENEWAL**

Moore moved, seconded by Broy, That the Board of Education of Oak Park District 97, renew its contract with the Collective Liability Insurance Cooperative (CLIC) for the 2020-21 school year at a premium of \$258,941 as outlined in the memorandum to the Superintendent dated May 26, 2020.

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

**5.3.4 APPROVAL OF VEHICLE PURCHASE**

Broy moved, seconded by Kearney, that the Board of Education of Oak Park District 97 approve the Maintenance Vehicle Purchase that was presented on May 26, 2020 in the amount of \$41,245.

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

**ADMINISTRATIVE ITEMS**

ADMINISTRATIVE ITEMS

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

A memo was shared that explained the need for the Board to approve upcoming overnight and out-of-state field trips prior to the beginning of the next school year.

**RENEWAL FOR TRI-DISTRICT TECHNOLOGY CONSORTIUM AGREEMENT WITH District 90 AND District 200**

Michael Arensdorff explained that the district has an agreement with Districts 90 and 200 regarding technology that is scheduled to expire. He asked that the Board consider renewing the agreement. Arensdorff reported that District 90 renewed the agreement last evening, and District 200 is scheduled to approve the renewal next week. This item will return to the Board for action on July 14, 2020.

**POLICY UPDATE**

Member Kearney explained that the policies submitted this evening are part of the PRESS 103 update. Some are changes in law, some are part of the five-year review and some are wording changes. He told the Board that none of the changes are substantive. This item will return to the Board for action on July 14, 2020.

**YOUTH SERVICES AGREEMENT**

Felicia Starks Turner reported that the Youth Services Agreement with the Township has been updated. She explained that there is a maximum amount that each group can be charged, and the Township is picking up the slack from the two governing bodies that will no longer be participating. She reported that a grant has been received and the district will apply for others.

**BOARD ASSIGNMENTS**

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

BOARD ASSIGNMENTS

**FINANCE OVERSIGHT AND REVIEW COMMITTEE (FORC)**

It was reported that FORC is working toward scheduling a meeting in June.

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)**

It was reported that OPEF will be holding a meeting tomorrow.

**POLICY COMMITTEE**

The Policy Committee met on June 11. A summary of the meeting was included in the board packet.

**IGOV**

It was reported that IGOV met recently. The meeting focused on racial equity and COVID-19.

**CONCLUDING ITEMS**

CONCLUDING ITEMS

**BOARD REMARK**

None

**AGENDA MAINTENANCE**

The draft agenda for July 14, 2020 was reviewed.

EXECUTIVE SESSION

**EXECUTVE SESSION**

Breymaier moved, seconded by Broy that the Board enter 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).

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

**OPEN SESSION**

Kim moved, seconded by Moore that the Board move into Open Session at 11:07 p.m. All members of the Board were in agreement. The Board reconvened in Open Session at 11:07 p.m.

**ADJOURNMENT**

There being no further business to conduct, President Broy declared the meeting adjourned at 11:07 p.m.

ADJOURNMENT

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary