

**Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park, Cook County, Illinois  
October 24, 2017 Meeting**

Prior to the meeting, the Board hosted a reception to celebrate National Principals Month.

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

ROLL CALL

Present: Spatz, Spurlock, Liebl, O'Connor, Breymaier, and Datta  
Absent: Broy  
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendent for Finance and Operations Dr. Alicia Evans, Assistant Superintendent for HR Laurie Campbell, Chief Academic and Accountability Officer Dr. Amy Warke, Senior Director of Special Services Ebony Lofton, Senior Director of Policy, Procedures and Communication Chris Jасulca, Senior Director of Administrative Services Dr. Felicia Starks Turner, Senior Director of Equity Dr. Carrie Kamm, Senior Director of Technology Michael Arensdorff, and Board Secretary Sheryl Marinier

**PROCLAMATION RECOGNIZING NATIONAL PRINCIPALS MONTH**

Spatz moved, seconded by Datta, that the Board adopt the proclamation read in recognition of National Principals Month.

PROCLAMATION  
RECOGNIZING  
NATIONAL  
PRINCIPALS DAY

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

**LEARNING SESSION**

**VISION 4ALL LEARNING SESSION ON STUDENT CHOICE, VOICE AND AGENCY**

Dr. Kelley reported that the district wants to encourage students to speak up about their education. Every department and every school is working on a few common strategies to support the children. Community members were asked to submit questions for this evening on the Let's Talk page of the district's Website, or use #vision97 to demonstrate ways that students are using their voices.

LEARNING  
SESSION

Ebony Lofton talked about student led IEPs. She reported that students are mandated to attend IEP meetings at the age of 14 1/2, so it is critical to lay the foundation for self-determination and self-advocacy as students navigate ever evolving learning environments and continue to strengthen their voice. She reported that the goal is to have 90 percent of the students in grades fifth – eighth with disabilities, meaningfully participate in a student-led IEP meeting by creating an agenda, presenting their goals and discussing progress by the close of SY18. Students will also indicate which advocacy levers will be needed to be engaged for their academic success. Lofton explained that this process provides a basis for evaluating the relationship between education and post-school outcomes; allows the district to assess the impact of school and transition programming, and provides for a clear understanding of outcomes, and areas important for successful post school lives.

Julian Middle School special education teacher Chris Meglen shared the process taken by teachers and students to prepare for a successful student led IEP meeting, and student Ivan Del Rio demonstrated how he would lead his own IEP session.

Amy Warke came to the table and shared information regarding the third grade enrichment units. She reported that the GTD teachers met during the summer to develop the enrichment program, and professional development sessions were led by Dr. Yvette Jackson and Lisa Westman. GTD teacher Paul Packer and third grade teacher Emile Williams explained that with the old program format (pullout), some students were indicating gaps in their fundamental skills. They explained that the program now allows for the GTD teacher to work with the students in the classroom environment. An assessment is given prior to each unit. Students who demonstrate mastery of the concept are given separate materials to work on during the session. An additional assessment is given at the end of each unit. Warke explained that this process allows for responsive instruction, offering access to challenging materials and engaging instruction. It reflects the student's prior knowledge and learning styles.

Packer, along with students Maeve Fishburne and Cecilia DeSantiago explained how the process works within the classroom.

## VISION 4ALL LEARNING SESSION ON STUDENT CHOICE, VOICE AND AGENCY (Continued)

Warke shared that a third grade math and GTD video has been created and will be sent to the third grade parents and community. She noted that the video would be available on the district Website.

It was explained that to qualify for GTD services in the past, students needed 95 percent or above on two of the last three MAP testing sessions, 135 on the quantitative portion of the CogAT, a teacher observation checklist and report card grades. With the new program, all third grade students are pre-assessed using both module assessments (beginning of module and topic assessment (six to eight topics per module). Students demonstrate mastery by answering no more than two questions wrong. Because of this new process, different students are testing into the program. If a student excels on the pre-assessment, they are given “instead of” work and given opportunities to work with partners or small groups during the class work time. Additionally, pull-out instruction and follow-up with the GTD teacher occurs one or two times per week.

It was noted that the GTD teachers are currently working on giving all students who pick up skills and concepts quickly, access to work through Google Classroom. Additionally, it was noted that more female students at Irving are qualifying for enrichment than they did in the past.

Warke shared the district’s acceleration policy that was implemented last August, and explained that the district started implementation this last year, beginning with the early childhood admissions.

Warke explained that the next steps would be to create an enrichment unit for the fourth grade, professional development for the fourth grade staff, and revisions to the third grade units based on feedback from staff.

Michael Arensdorff came to the table. He shared that the Technology Advisory Committee is working to develop a comprehensive technology plan that is focused on creating an environment that enhances learning outcomes for all students. Based on feedback from adult members of the committee, as well as conversations with peer districts, the committee identified a need for increased student representation. Arensdorff noted that student participation has transformed the meeting structure and conversations.

The committee has been able to determine that approximately 220 families do not have home Internet access, and student leaders on the committee validated the need for all students to have access to this resource. Their feedback played a critical role in the development and launch of the Internet for All program.

The committee organized student focus groups to collect data about student experiences regarding their learning environment and tools/resources. 14 student focus groups at all 10 buildings were held and feedback from more than 100 students was collected. Arensdorff reported that student input led to the decision to refresh to full-sized iPads (3-5) and Chromebooks (6-8). He reported that students will continue to play a vital and valuable role on the committee, and shared that the focus for this year will be on the development and implementation of a new three-year technology plan.

Student Aidan Green shared how he relies on technology in school, and is allowed to listen to books and type his notes instead of writing them. He shared that the Chromebooks can run Java so teachers have a larger variety of materials they can share with the students. Green shared that he likes being on the committee because he gets to work with the teachers.

Student Xiomara Grachan shared that she has not heard many complaints regarding the Chromebooks. She enjoys listening to her peers and sharing information with the committee.

### **SPECIAL REPORT**

SPECIAL REPORT

#### **ERIKSON INSTITUTE**

Jaclyn Vasquez and Mark Nagasawa from Erickson Institute explaining that EDI is the measurement of population using a community needs assessment and precise data. The EDI tool contains 103 questions that measure five developmental domains. The tool is usually completed by Kindergarten teachers and is administered during the second half of the school year. The tool assesses five domains; physical health and well-being, social competence, emotional maturity, language and cognitive development, community skills and general knowledge.

It was reported that the EDI does not report on individual children, identify specific learning disabilities, recommend special education or being held back; recommend teaching approaches/inform instruction, or reflect performance of school or quality of teaching.

ERIKSON INSTITUTE (Continued)

It was noted that the results of the EDI (two separate reports) will be used to look back and assess how the community can better support early childhood development and prepare children for school; and look forward to inform how to address the needs of the incoming class of Kindergarten students as they progress through school.

The goal of the EDI is to empower communities to develop solutions that address children in the context of their neighborhoods. The long range goals include identifying the needs and strengths, promoting equitable distribution and alignment of resources, and foster better coordination across systems.

It was reported that Erikson completed Phase I of this process last year in East St. Louis and Kankakee County. They shared maps created from that data and noted that the tools have a great way of breaking down assumptions. Erikson will supply the data, but will not infer meaning. They noted the importance of the meaning being formed organically through the community.

They reported that the next step is to implement the tool in January 2018, and determine what map overlays will be required for this community. The maps will help to solidify the neighborhood boundaries, and the data is scheduled to be decimated no later than May 1, 2018.

It was reported that Felicia Starks Turner and Carolyn Newberry Schwartz are the project champions. The Board will be receiving a memorandum of understanding from Erikson regarding data sharing. Additionally, a drop box will be created to share information and forms with the community. It was noted that Member Spatz will be involved in the pilot team meetings as well.

**EXECUTIVE SESSION**

EXECUTIVE SESSION

O'Connor moved, seconded by Breymaier, that the Board of Education move into Executive Session at 8:06 p.m. to discuss (Collective Negotiations 5 ILCS 120/2(C)(2)).

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

**OPEN SESSION**

OPEN SESSION

O'Connor moved, seconded by Datta, that the Board of Education move into Open Session at 9:14 p.m. All members of the Board in attendance were in agreement. The meeting reconvened at 9:19 p.m.

**PUBLIC COMMENT**

PUBLIC COMMENT

None

**ACTION ITEMS**

5.1 **APPROVAL OF THE CONSENT AGENDA**

ACTION ITEMS

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

- 6.1.1 Approval of Bill List
- 6.1.2 Approval of Personnel
- 6.1.3 Donation
- 6.1.4 Disposal of Property
- 6.1.5 2018 Life Safety Authorization

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

**ADMINISTRATIVE ITEMS**

ADMINISTRATIVE ITEMS

**PRESENTATION OF ESTIMATED LEVY**

Alicia Evans came to the table and reported that the School Code requires the school board of each district to ascertain, as near as possible annually, how much money must be raised by special tax for transportation purposes if any, for

**PRESENTATION OF ESTIMATED LEVY (Continued)**

educational purposes and for operations and maintenance purposes for the next ensuring year. These amounts must be certified and filed with the County Clerk on or before the last Tuesday in December annually.

She reminded the Board that a Tax Levy is a request for tax dollars which is generally estimated to ensure generating maximum allowable revenue under the tax caps. A district cannot receive more taxes than requested in the levy. Additionally, she noted that Tax Levy requests will be reduced under these conditions;

- If a fund’s tax rate is restricted, a tax levy in that fund can be reduced. The tax rate cannot exceed the Fund’s legal limit.
- If the aggregate tax levy generates a total tax rate which exceeds the tax cap “Limiting Tax Rate”.

Evans explained that the State will never give more money than was asked for; therefore, she noted the importance of requesting enough funding to cover the financial need of the district. However, Evans noted if the preliminary and final levy will exceed five percent of last year’s extension, a Truth in Taxation notice will be published and a Public Hearing will be needed. Evans will be meeting with the County Assessor to ensure that the district’s needs are met.

**CONCLUDING ITEMS**

**BOARD REVIEW OF UPCOMING DRAFT BOARD AGENDA**

**CONCLUDING  
ITEMS**

The Board reviewed the draft agenda for the November 14, 2017 meeting and recommendations were made.

**BOARD REMARKS**

It was reported that the Committee for Community Engagement (CCE) is working on a two page document that explains the difference between the Board of Education and the Superintendent’s roles. The committee liaisons, members Datta and Breymaier, asked the Board members to review the documents and share their comments. They reminded the Board that this tool could be used during the upcoming CLAIM Forum, or could return to the committee for editing if necessary.

Members Liebl and Broy will be attending the Those Who Excel banquet and asked about the history of a gift for the recipients. It was noted that gifts have not been purchased in the past.

Member Spatz shared an IASB rubric on community organization and suggested that the primary use of the document would be for the CCE committee if they express interest.

The draft committee protocol document was shared with the Board.

It was reported that the FORC committee recommended a financial transparency policy that will be going to the policy work team and will make its way to the Board in November or December.

President Spurlock shared a letter initiated by IGOV that encourages all governing bodies to participate in anti-racism training at a cost of \$1,000 each. She noted that other boards are delaying their response. Spurlock suggested responding to the request by asking for more clarity and details before asking the Board to make a decision. She will also inquire if other providers were considered. It was noted that the training was offered within the community last May and was well received. It was suggested that the training could build comradery amongst the attendees. Additionally, it was noted that the District uses the National Equity Project (NEP) and they have a bullying curriculum that could also be considered. It was suggested that holding a training such as this might be better attended during the summer.

The Board shared well wishes to Dr. Kelley on her upcoming Birthday on October 28, 2017.

It was reported that the Early Childhood Resource Fair will be held at the Public Library on October 28, 2017 from 9:30 a.m. – 12:00 p.m.

The next CLAIM Forum is scheduled on November 1, 2017.

Dr. Kelley reported that she will respond to the legislators request regarding Senate Bill 100, and send a copy of the response to the CLAIM chairperson.

It was reported that the PTOs have invited Amanda Lewis to speak at Longfellow on November 13, 2017.

BOARD REMARKS (Continued)

It was noted that an evaluation survey on this evenings learning session was sent to the Board and a second one will be sent out regarding the meeting format.

**ADJOURNMENT**

There being no further business to conduct, President Spurlock declared the meeting adjourned at 10:05 p.m.

ADJOURNMENT

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Board President

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Board Secretary