

**Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park, Cook County, Illinois  
November 27, 2018 Meeting**

President Spurlock called the meeting to order at 7:45 p.m.

ROLL CALL

Present: Spatz, Spurlock, Liebl, Breymaier, and Datta, Broy and O'Connor  
Absent: None  
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendent for Finance and Operations Paul Starck-King, Assistant Superintendent of Human Resources Laurie Campbell, Chief Academic and Accountability Officer Dr. Amy Warke, Senior Director of Policy, Procedure and Communications Chris Jasculca, Senior Director of Technology Michael Arensdorff, Senior Director of Special Services Eboney Lofton, Senior Director of Buildings and Grounds Jeanne Keane, and Board Secretary Sheryl Marinier.

PUBLIC COMMENT

**PUBLIC COMMENT**

Erica Henry, an Oak Park resident, shared that she has three daughters in the Spanish Immersion program at Lincoln School. She noted that some of the teachers in the program are worried about its continuation during the shift of administration. Henry investigated the history of the program and wondered where the Board stands on this topic.

Henry shared the importance of the program, and suggested that the new school principal be a leader who is proud of the program and excited about supporting its growth and stability in the future.

Jennifer Thorpe-Moore, an Oak Park resident, shared how her son is excelling in the Spanish Immersion program at Lincoln School. She noted a lack of bilingual teacher aides in the program. She expressed interest in knowing what is available to children in the program who might need additional assistance. She noted that IEPs are not offered in Spanish, only in English, and shared that some parents are frustrated with the lack of support in the program during school hours.

Adams Truett-Schriber, a student in the Spanish Immersion program told the Board that it is a very good program. He explained that learning Spanish is good, and that research shows that it helps your brain grow. Schriber told the Board that he is in fifth grade and has a book buddy in the Kindergarten class.

Sarah Schriber, an Oak Park resident told the Board that she has a child in the Spanish Immersion program. She explained that getting into the program is like winning the lottery. She explained that her son is very bright, very social, and gets bored easily. The Spanish Immersion program has kept him engaged. He can speak and understand Spanish. Schriber shared that she has heard rumors that the program is on the chopping block and asked for more information.

Schriber continued by addressing sexual harassment and bullying harassment in the schools. She explained that her son is in fifth grade and her daughter is in seventh grade at Brooks Middle School. She reported that her daughter has actually brought home snapshots of text messages that she saw. Schriber shared that she heard about another student who went to an adult for help and was blown off. The teacher told her that it was inappropriate to talk about sexual harassment in school. Schriber recommended partners from UIC to help cut down on the bullying in the Middle Schools.

Linda Carlson, an Oak Park resident and parent of children at Lincoln School, shared that she teaches self-defense classes at the high school and recommended tell the children what is appropriate and inappropriate. She suggested that the teachers do not have the needed language. She shared that she was part of the team that wrote the sexual harassment policy at the high school. She noted the importance of the process being a team effort. She explained that the high school offered training for all the staff, and the teachers know that the team has their backs.

Sheela Raja, an Oak Park resident and parent, told the story of a seventh grade girl who was sexually assaulted by a classmate. She explained that it happened over time. The boy stalked her, sent her sexual images and then assaulted

### **PUBLIC COMMENT** (Continued)

her. Raja expressed concern that there was a lack of instructional response because it happened off campus. The Assistant Principal told the mother of the girl that she could not separate the two children. The girl is now suffering from PTSD. One heroic middle school teacher supported her. Some teachers reached out, but all were afraid to get involved. Raja asked that teachers be told that they should not be afraid to speak up.

Joel Ostrow, an Oak Park resident addressed the Board as a political science professor with some expertise in policy, process and instruction. He explained that he and others are convinced that the details they have provided make it clear that the sexual harassment policy creation is taking place in a data vacuum. He expressed concern that creating the policy in this fashion could make matters worse and undermine confidence and trust while increasing fear and trauma. He suggested that several changes are urgently needed before anything further is done.

- 1) More and expert voices are needed. Delay only complicated and undermines both trust and effectiveness.
- 2) Solicit student leaders and empower them.
- 3) Distribute a comprehensive survey to reveal the problems requiring solutions and identify solutions.

Kristen Mallik, an Oak Park resident expressed concern that only two ninety minutes training on implicit bias over a six month period is not sufficient. She noted that everyone knows that minimal training is completely ineffective, as it takes a lot of time. She urged the Board to make this a high priority. She suggested that an entire professional development day be dedicated to this topic. Mallik indicated that the teachers need the language and tools. She shared that she volunteers and sees teachers reprimand kids of color and not reprimand white girls doing the same things.

SPECIAL REPORTS

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#### **TIER I PBIS AND CULTURE/CLIMATE REPORT**

Carrie Kamm and Lauren Olson came to the table to share a status update on the Positive Behavioral Interventions and Supports (PBIS) Middle School work. Kamm began by introducing Olson who was hired during the 2017-18 school year as the Middle School PBIS Culture and Climate Coach. They reported that the purpose of this report is to provide an update to the Board regarding the current work on designing and implementing Tier one PBIS at the middle schools.

They reported that the middle school culture and climate teams are designed to support the implementation of Tier 1 PBIS supports. Each team meets monthly and these meetings are facilitated by Olson. Olson has participated in specialized training and a coaching network facilitated by Midwest PBIS, the regional organization that provides technical assistance, professional learning for schools, and districts implanting the program.

They explained that the purpose of the Brooks and Julian culture and climate teams are to create a school culture and climate in which students and staff foster a sense of belonging and pride. The teams are focusing their efforts on four key areas; learning from student voice, establishing and reinforcing behavior expectations, school-wide acknowledgement, and utilizing data to inform decision making. The teams are planning events for students and staff to come together as a community to acknowledge efforts towards meeting behavior expectations, and contributing positively to the school culture.

In terms of future professional learning for Middle School Culture and Climate Teams, during Trimester two, Lauren Olson will facilitate a learning session Tier one key components including feedback/acknowledgement and teaching expectations. The Trimester three professional learning will focus on utilizing the Tiered Fidelity Inventory (TFI), an assessment tool designed to help schools more systematically plan PBIS implementation efforts. The culture and climate teams will use the TFI results to create action plans for the 2019-2020 school year.

To support acknowledgement and positive reinforcement of school-wide behavior expectations, both middle schools are utilizing a web-based platform, [Hero](#), to manage data collection. Hero provides transparent information that is accessible to students, teachers and families regarding student behavior choices. The Hero system supports data collection across teachers, locations, and times. Students' Hero points can be used at the school store.

## TIER I PBIS AND CULTURE/CLIMATE REPORT (Continued)

Next steps:

- Trimester two and three professional learning sessions for Middle School Culture and Climate Teams
- Tier one Level one Student Responses Professional Learning: Remind, Redirect, Logical Consequences (all schools)
- 2019-2020
  - Establish Tier two Supports at Middle Schools
- Needs assessment for Tier one Classroom Practices (all schools):
  - Classroom physical environment
  - Classroom Expectations/Rules
  - Classroom Procedures/Routines
  - Active Supervision
  - Specific Positive Feedback
  - Error Correction
  - Task Difficulty
  - Opportunities to Respond

Olson told the Board about Lunch Room Mix Up, where students receive a colored card when they enter the lunch room and are encouraged to sit with students with the same color. This activity encourages children to make new friend. Adults are available to support conversation if needed, and food allergy needs are taken into consideration.

Other activities include Team Identify Creations, Julian Mix Up (with a ball pit), and Town Hall meetings at Julian where the Student Advisory Board meets with Dr. Fitzgerald. A Peace Room has been created at Julian where restorative practices can be used to resolve issues.

It was reported that SWISS is used to record discipline data. This data can be used as a problem solving tool. It was explained that PBIS is about adult practices, identifying what staff needs to do differently and more efficiently.

PBIS is about being active and proactive, reinforcing the adult practices that support good behavior. PBIS supports discipline. It give the teacher a strong tool kit to use for that purpose.

Olsen explained that the process begins with building the system and including student voice in the process. Next is the communication level. She explained that the data might look harsh at first. Once the Tier one is strengthened (could be up to five years), the data should indicate improvement.

Program successes include the creation of the culture and climate team, peace room, administrative support and the building of a good structure. Areas of challenge include the need for professional development time, the need for budgeting support from the Board, and more staff in leadership roles.

Board comments included interest in knowing what the PBIS work is connected to and what strategies the teachers are using to get off the State Report Card list. The importance of verbal feedback was noted, explaining that over time, positive reinforcement will have an effect on behavior.

## ANNUAL PERSONNEL AND STUDENT REPORT

Laurie Campbell came to the table. She noted that this year's Personnel and Student Report has percentages added to the charts for clarity, and noted that the data aligns with Pillar Three, Objective Eight.

She reported that enrollment is up slightly from last year with a student population of 6,186. She noted that enrollment is trending between B and C Series of the demographics report. Campbell reported on student diversity, noting that the number of African American students increased from last year, making up 18 percent of the student population, while the White population decreased, making up 53 percent of the student population.

Campbell shared staffing data noting that the White staff has decreased slightly, while African American, Asian and Hispanic staff have all increased. Teacher data indicated that the number of White teachers decreased by two percent from 80 percent to 78 percent, while the African American increased by one percent, from 12 percent to 13 percent,

ANNUAL PERSONNEL AND STUDENT REPORT (Continued)

teachers with two or more races increased from .6 percent to one percent, and the Hispanic population remained the same at four percent.

Campbell reported that the number of National Board Certified teachers increased from 40 in 2017-18 to 46. She also reported that 48 teachers left the district for multiple reasons, including relocation, retirement, non-renewal, wanting to work closer to home, and family reasons.

Board comments included interest in seeing data that indicates how teachers of color are progressing and moving into mentoring positions, looking at disability status, and teachers fluent in more than one language. Interest was expressed in seeing the percentage of new teachers who earn tenure. Interest was expressed in knowing how the district can get the most effective teachers in front of the neediest students during the summer.

**ADMINISTRATIVE ITEMS**

ADMINISTRATIVE  
ITEMS

**LINCOLN / LONGFELLOW – BID GROUP 2**

Peter Kuhn from Bulley and Andrews came to the table. He reported that the Bid group two will be presented to the Facilities Advisory Committee (FAC) on December 4, and will return to the Board for action on December 11. President Spurlock and member Liebl will be in attendance. Kuhn offered to email the overall construction budget to the Board tomorrow. He reported that this bid group is the largest one, but reported that the other expenditures are currently about three percent (about \$1,000,000) under budget.

He shared that the next group will be opened on Tuesday, November 20. They will accept no less than two bids.

Kuhn shared that executive summaries will be provided on a regular basis and neighborhood coffees will be hosted monthly. The first meetings hosted 30 Lincoln community members and four Longfellow community members.

Kuhn reported that the excavation permits have been received, and excavation will begin at Longfellow tomorrow and Lincoln next week. The Lincoln electrical services had to be rerouted, and that process has been completed.

Kuhn explained that everything is in place for the first steps, and although support was offered, there is nothing else that the Board can do at this time to help the process move quicker.

**PRESENTATION OF FINAL LEVY AND DSEB OPTIONS**

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

Paul Starck-King came to the table with Liz Hennessey from Reymond James. It was reported that the Finance Oversight and Review committee (FORC) reviewed the materials and their recommendation (option one) was included in the Board packet, and although a decision on DSEB can wait, the approval of the Levy needs to occur on December 11, 2018.

A discussion took place on this topic. It was noted that FORC expressed concern about the fund transfers from Operating funds to Capital funds, and how it might be perceived. Concern was expressed about the possibility that the lack of bond sales could place the district in financial jeopardy, although the Board was reminded that it would still have the option to sell \$10,000,000 of DSEB bonds until next September. The pros and cons of waiting to sell the DSEB bonds were considered.

The Board agreed to move forward with the abatement of \$1,400,000, and to not move forward with the sale of DSEB prior to February 28, 2019.

President Spurlock will ask FORC to connect with the auditors to review the projections on December 18, 2018.

**ACTION ITEMS**

ACTION ITEMS

**APPROVAL OF MINUTES FROM THE NOVEMBER 13, 2018 BOARD MEETING**

Spatz moved, seconded by O'Connor, that the Board of Education, District 97, approve the revised minutes from the November 13, 2018 Board.

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

4.2 **APPROVAL OF THE CONSENT AGENDA**

Breymaier moved, seconded by Broy, that the Board of Education, District 97, approve the consent agenda as revised at the table.

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

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

4.3.1 **RESOLUTION PROVIDING FOR THE ISSUE OF NOT TO EXCEED \$30,000,000 GENERAL OBLIGATION SCHOOL BONDS FOR THE PURPOSE OF PAYING CERTAIN COSTS OF IMPROVING THE SITES OF, BUILDING AND EQUIPPING ADDITIONS TO, AND ALTERING, REPAIRING AND EQUIPPING SCHOOL BUILDINGS, PROVIDING FOR THE LEVY OF A DIRECT ANNUAL TAX SUFFICIENT TO PAY THE PRINCIPAL AND INTEREST ON SAID BONDS, AND AUTHORIZING THE EXECUTION OF A BOND PURCHASE AGREEMENT WITH RAYMOND JAMES AND ASSOCIATES, INC., IN CONNECTION WITH THE PROPOSED SALE OF SAID BONDS.**

Spatz moved, seconded by Breymaier, that the Oak Park Board of Education, School District 97, approve the resolution providing for the issue of not to exceed \$30,000,000 General Obligation school bonds for the purpose of paying certain costs of improving the sites of, building and equipping additions to, and altering, repairing and equipping school buildings, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, and authorizing the execution of a bond purchase agreement with Raymond James and Associates, Inc., in connection with the proposed sale of said bonds.

Liz Hennessey from Raymond James explained that the difference is the cost of the interest in the future, as rates have gone up one percent. She shared several options for the Board to consider. It was suggested that all of the scenarios be mapped out so future Boards understand why this Board is making the decisions now. It was suggested that the details be included in the motion to explain the thinking of the Board.

It was noted that the Finance Oversight and Review Committee (FORC) is scheduled to meet again on December 18, 2018 and will review the options. President Spurlock and Vice President O'Connor will document this discussion and share it with the Board.

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

**INTERGOVERNMENTAL AGREEMENT REGARDING CARGO CIRCLES**

Datta moved, seconded by Spatz, that the Board of Education of Oak Park District 97, approve the Intergovernmental Agreement with the Oak Park Township regarding the provision of youth services and Cargo Circles.

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

**APPROVAL OF THE REVISED FINANCE OVERSIGHT AND REVIEW COMMITTEE (FORC) CHARGE**

Spatz moved, seconded by Breymaier, that the Board of Education of Oak Park District 97, approve the revised Finance Oversight and Review Committee charge as presented.

A brief discussion took place regarding the wording of the charge, but in the end, no revisions were made, and the document was approved as written.

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

**BOARD ASSIGNMENTS**

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

FACILITIES ADVISORY COMMITTEE (FAC)  
This committee is scheduled to meet next Tuesday.

COMMITTEE FOR LEGISLATIVE ACTION, INTERVENTION, AND MONITORING (CLAIM)  
It was reported that the C.L.A.I.M. Your Voice event is scheduled in the near future.

COMMITTEE FOR COMMUNITY ENGAGEMENT (CCE)  
It was reported that the CCE has four new members and is scheduled to meet again on Monday, December 3, 2018.

INTERGOVERNMENTAL LIAISON REPORT FOLLOW UP (As needed – IGOV, COG, PTO COUNCIL, CEC, OPEF, COMMUNITY COUNCIL, TRI-BOARD ON EQUITY, POLICY AND SELF-EVALUATION)

COLLABORATION FOR EARLY CHILDHOOD JOINT BOARD MEETING  
The Board was reminded that the joint board meeting regarding the Collaboration IGA is scheduled for this coming Thursday at the high school.

POLICY COMMITTEE  
It was reported that an email was sent to the Board today regarding the harassment policy. The committee is not quite to the point where they are ready to engage in discussions with the community experts on the topic. It was reported that Chris Jasculca has communicated with the middle school principals regarding student voice on this topic. It was suggested that the committee look at comparable schools that have gone through this process to see what they have done. It was noted that the age appropriateness of some of the topics needs to be considered, as they might need to be different than that of the high school level.

EQUITY POLICY UPDATE  
It was reported that the round table meeting with the community was held last Monday and was successful. They reviewed the document section by section and did some wordsmithing. The next step will be to share it with the Cabinet team and then with the Board on December 11, 2018.

Interest was expressed in seeing a summary of the changes, noting concern that the communities input might be overridden.

TRANSPORTATION ITEM  
This topic will be included on the December 11, 2018 Board agenda including an attachment that was sent to the Board on November 19, 2018.

**CONCLUDING ITEMS**  
**BOARD REMARKS**

Interest was expressed in a study of outcomes from the Lincoln Spanish Immersion program. It was suggested that the district consider opening up the program to others in the community. It was suggested that the district consider an extended school day/year for full wraparound afterschool and summer programs. Concern was expressed that some schools are afraid that they might lose funding for these programs.

Interest was expressed in seeing the Student and Personnel Report in advance of the presentation.

The Board's delegate vote was shared during the Triple III Conference. One workshop was led by Evanston School District. They shared the progression over the years that led to their equity policy. All of their staff and board go through special training. It was noted that National Equity Project (NEP) is District 97's baseline training, but Carrie Kamm will attend a Beyond Diversity training to make a comparison.

Interest was expressed in seeing information related to student achievement reported on higher up on the Board agendas.

Interest was expressed in having student voice at the Board table as this is becoming more common.

Interest was expressed in more community education on the recent school designations (School Report Cards), with opportunities for the district to dig deeper on how it can get out of the lower rating.

**AGENDA MAINTENANCE**

The draft agenda for the December 11, 2018 Board was reviewed and revisions were recommended.

**ADJOURNMENT**

There being no further business to conduct, President Spurlock declared the meeting adjourned at 11:16 p.m.

ADJOURNMENT

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 Board President

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 Board Secretary