

Regular  
Tuesday, October 15, 2019 7:00 PM

Administration Building  
260 Madison Street  
Oak Park, IL 60302

## **Agenda**

1. **7:00 PM - RECOGNITION OF SCHOOL LEADERS MONTH**
2. **7:05 PM - PUBLIC**
  - 2.1. Public Comment
3. **7:20 PM - SPECIAL REPORTS**
  - 3.1. Increased Access to Math Enrichment and Accelerated Placement for Qualifying Students
4. **7:50 PM - ACTION ITEMS**
  - 4.1. **Minutes**
    - 4.1.1. Approval of Minutes from the September 24, 2019 Board Meeting
  - 4.2. **Consent Agenda**
    - 4.2.1. Bill List
    - 4.2.2. Personnel
    - 4.2.3. Adoption of Policy (09/24/2019)
      - 4.2.3.1. Policy 2:110 (Qualifications, Term and Duties of the Board Officers)
      - 4.2.3.2. Policy 2:140 (Communications To and From the Board)
      - 4.2.3.3. Policy 2:140E (Guidance for Board Members Communications, Including Email Use)
      - 4.2.3.4. Policy 2:240 (Board Policy Development)
      - 4.2.3.5. Policy 3:10 (Goals and Objectives)
      - 4.2.3.6. Policy 3:60 (Administrative Responsibility of the Building Principals)
      - 4.2.3.7. Policy 4:20 (Fund Balances)
      - 4.2.3.8. Policy 4:90 (Activity Funds)
      - 4.2.3.9. Policy 5:35 (General Personnel Compliance with the Fair Labor Standards Act)
      - 4.2.3.10. Policy 5:40 (Communicable and Chronic Infection Diseases)
      - 4.2.3.11. Policy 5:130 (Responsibilities Concerning Internal Information)
      - 4.2.3.12. Policy 5:180 (Temporary Illness or Temporary Incapacity)
      - 4.2.3.13. Policy 5:310 (Compensatory Time-Off)
      - 4.2.3.14. Policy 6:40 (Curriculum Development)
      - 4.2.3.15. Policy 6:110 ( Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentive Programs)
      - 4.2.3.16. Policy 6:340 (Student Testing and Assessment Program)
      - 4.2.3.17. Policy 7:170 (Vandalism)
  - 4.3. **General**
    - 4.3.1. Approval of Y.E.M.B.A. Affinity Group (9/24/2019)
    - 4.3.2. Approval of Hephzibah Agreement (9/24/2019)

- 4.3.3. Approval of Board of Education SY20 Professional Development (9/24/2019)
- 4.3.4. Approval of the SY20 Desired Outcomes for Student Learning Performance and Action Plan (aka Equity Implementation Plan) (9/24/2019)
- 4.3.5. Transfer Resolution (weekly update)
- 4.4. **Personnel**
  - 4.4.1. Approval of resolution authorizing issuance of notice of charges, dismissal and hearing rights of tenured teacher (executive session)
- 5. **8:05 PM - ADMINISTRATIVE ITEMS**
  - 5.1. Disposal of Property (expected action 10/29/2019)
  - 5.2. Update on Partnership with the Village of Oak Park regarding the Fiber Project (expected action 10/29/2019)
- 6. **8:20 PM - BOARD ASSIGNMENTS**
  - 6.1. Standing Board Committee Liaison Report Follow Up (as needed - FAC, FORC, CCE and CLAIM)
  - 6.2. Intergovernmental Liaison Report Follow Up (as needed - IGOV, COG, PTO Council, CEC, OPEF, Community Council, Tri-Board on Equity, Policy, and Self-Evaluation)
- 7. **8:35 PM - CONCLUDING ITEMS**
  - 7.1. Board Remarks
  - 7.2. Agenda Maintenance
- 8. **8:50 PM - ADJOURNMENT**
- 9. **INFORMATION ONLY**
  - 9.1. Absentee Report for September

**PROCLAMATION**  
**NATIONAL SCHOOL ADMINISTRATOR MONTH**  
**OCTOBER, 2019**

**WHEREAS**, school administrators play an important role in the education and growth of children in elementary, middle, and secondary schools throughout the Village of Oak Park; and,

**WHEREAS**, school administrators are responsible for promoting education and working with parents and teachers to ensure that each child receives services that meet their needs to excel in the classroom; and,

**WHEREAS**, it is the primary responsibility of the Oak Park Elementary School District 97 to preserve and improve resources for schools so that all students have the opportunity to receive a quality education and foundation for a successful future; and,

**WHEREAS**, the Board of Education, which represents Oak Park Elementary School District 97, believes that learning is a lifelong process and that the education of our children is the highest priority; and,

**WHEREAS**, for that reason, the Board of Education is dedicated to developing, supporting, and advocating for innovative school leaders; and,

**WHEREAS**, educational leaders face many challenges in educating our young people and it is through their perseverance and passion that Oak Park Elementary School District 97 is able to continue to produce quality, career ready students; and,

**WHEREAS**, we must continue to encourage, support, and recognize those who have a positive impact on District 97 students and the educational system in the Village of Oak Park.

**THEREFORE**, the Board of Education of Oak Park Elementary School District 97 proclaim the month of October, as SCHOOL ADMINISTRATOR MONTH to recognize school leaders for all they do to help our children learn and succeed.

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President

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Secretary

October 15, 2019



# Oak Park Elementary School District 97

260 Madison Oak Park Illinois 60302 ph: 708.524.3000 fax: 708.524.3019 [www.op97.org](http://www.op97.org)

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**TO:** Board of Education

**FROM:** Dr. Carol Kelley, Superintendent of Schools

**RE:** Special Report: Increased Access to Math Enrichment and Acceleration Placement for Qualifying Students

**DATE:** October 15, 2019

In an effort to update the Board of Education on the district's recent changes to increase access to math enrichment for all students and implement IL Accelerated Placement Act, please find a copy of the special report which will be discussed during our October 15 meeting.



District 97  
Increased Access to Math Enrichment  
and  
Acceleration Placement for Qualifying Students

*Internal Discussion Working Draft  
Not for Distribution*

October 15, 2019

# Contents of Report



- Background Information
- Executive summary:
  - Purpose
  - Approach
  - Summary of findings
- Analysis:
  - Framing and background analysis
  - Changes in Math RIT Scores:
    - For Math GTD students compared to non GTD students
    - By school size (overall and for Math GTD students)
    - For subgroups: Low Income Students, Students with IEPs, and African American Students



# Background Information

# History of “Step-Up” GTD Program



- The “step -up” programs were originally meant to provide content that was above and beyond the differentiation students receive in the classroom.
- This service has historically been tied to mathematics and has resulted in students being removed from their classrooms to receive “pull-out” services delivered by a GTD teacher.

# History of “Step-Up” GTD Program



- The processes used to identify and support students relied heavily on performance on standardized achievement measures. The district has made gains in ensuring that the criteria are more inclusive.
- The current criteria are outlined below.
- Participants in these programs were not representative of the rich diversity of the district.

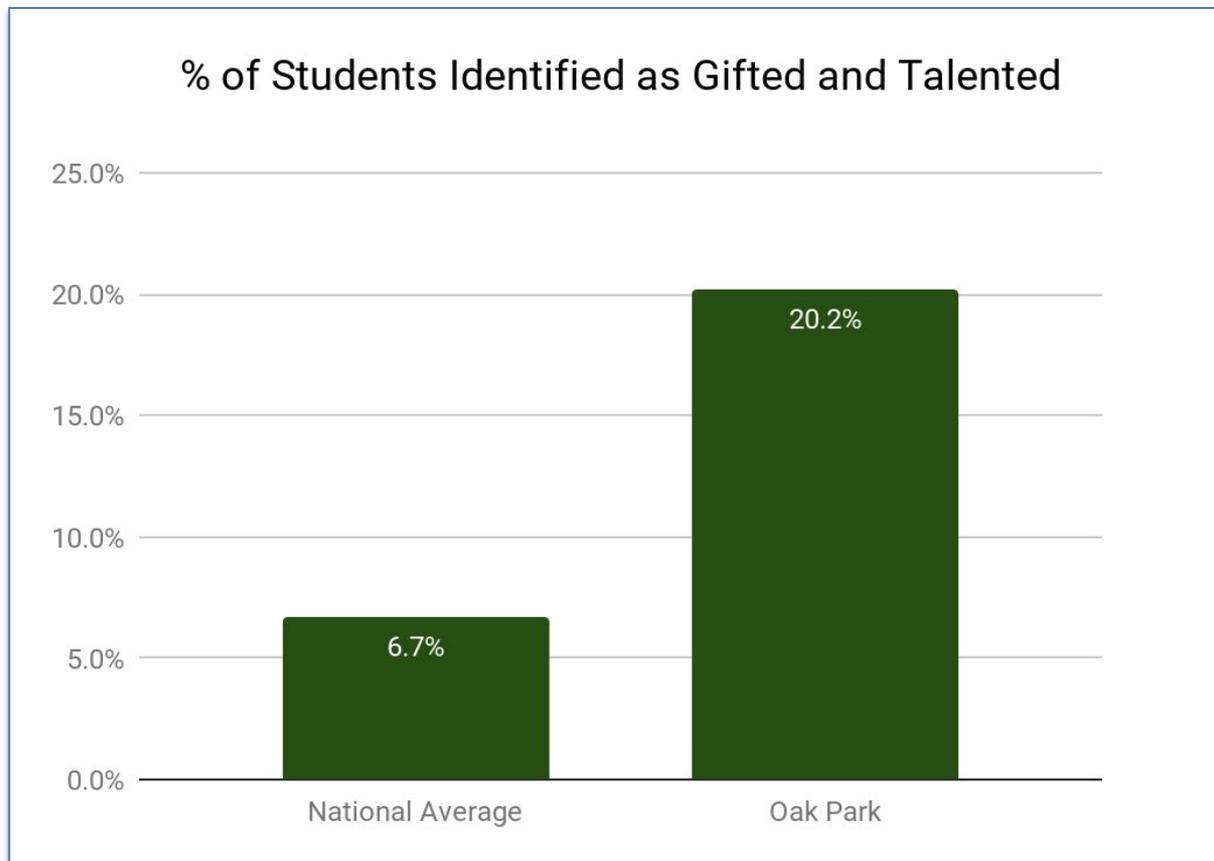
***NWEA MAP Assessment:*** *95th percentile+ on 2 of the 3 most recent assessments*

***CogAT Standard Age Score:*** *130-150*

***Teacher Observation Checklist:*** *Reviewed by GTD teachers*



# Students in Oak Park are identified as GTD at a rate that is three times higher than the US average



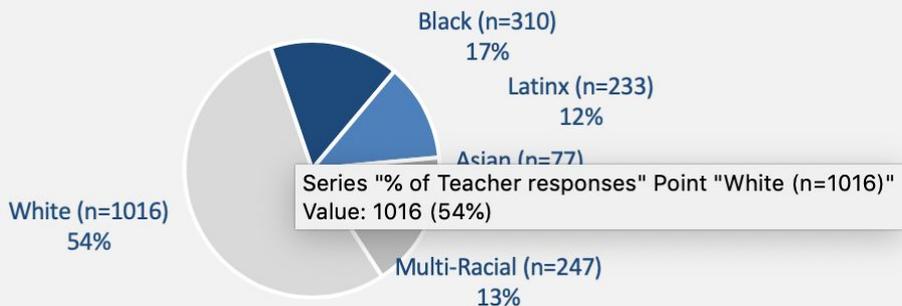
Source: D97 2018-19 Data ; Includes only 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students, as these are the primary grades where GTD is identified; National Data from the National Center for Education Statistics (NCES), Table 204.90:: Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: Selected years, 2004 through 2013-14



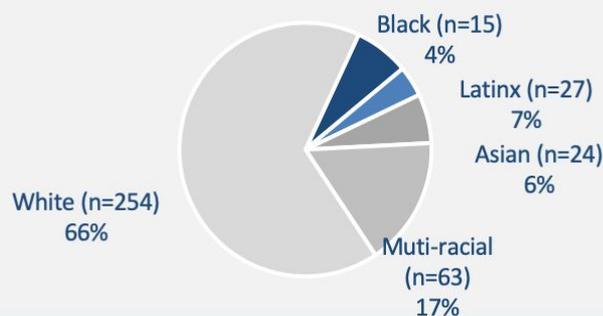
But our GTD program serves few black, Latinx and low income students even though we have a diverse student body.

**Black and Latinx make up 29% of students in GTD grades, but only 11% of GTD students**

**Oak Park Students in Grades 3, 4, and 5**

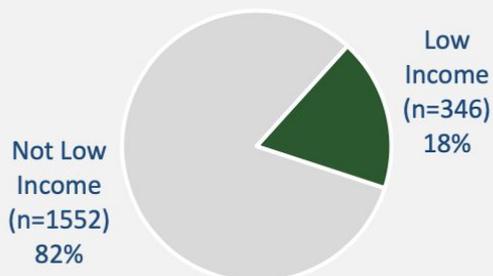


**GTD Students in Grades 3, 4, and 5**

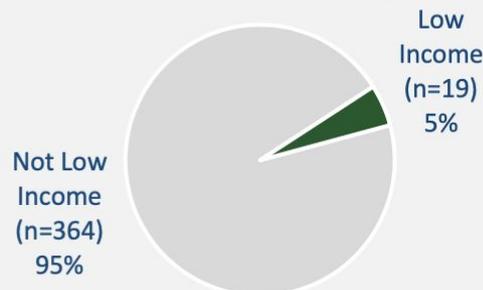


**Low Income students make up 18% of students in GTD grades, but only 5% of GTD students**

**Oak Park Students in Grades 3, 4, and 5**



**GTD Students in Grades 3, 4, and 5**

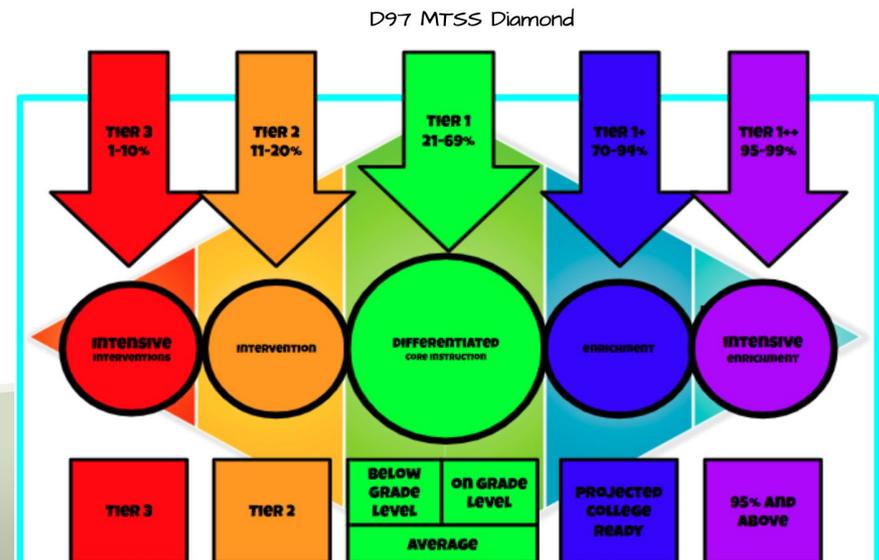


Source: D97 2018-19 Data ; Includes only 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students, as these are the primary grades where GTD is identified

# Creating Inclusive Conditions for All



- In SY16, D97 introduced research-based math curricular materials (Eureka Mathematics) at K-5 level
- Beginning in SY18, D97 implemented new structures, practices, and systems to provide enrichment to students in mathematics classrooms by
  - Use of pre-assessments to all students, every unit
  - Students receive enrichment support if they demonstrate proficient level of content



# IL Accelerated Placement Act Takes Effect



Board Policy 6:135 provides guidance for implementation of the Accelerated Placement Act (which took effect July 1, 2018):

*Policy found here:* <https://tinyurl.com/y52qqbu5>

*Procedure found here:* <https://tinyurl.com/y3of8p8m>

- Early Admission
- Single Subject Acceleration (reading/math)
- Whole Grade Acceleration



# Early Admission/Single Subject and Whole Grade Acceleration: Implementation Timeline

- The district will continue to work to ensure that the Accelerated Placement Act is implemented with fidelity.
- The law requires, among other provisions, that schools ensure that participation in accelerated placement “is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement.”



# Early Admission/Single Subject and Whole Grade Acceleration: Implementation Timeline

- To this end new procedures will be created to ensure equitable access to acceleration opportunities that allow for multiple stakeholders to refer students for acceleration or early admission to kindergarten or first grade.
- Referral sources include the students themselves.



# Early Admission/Single Subject and Whole Grade Acceleration: Implementation Timeline

- Currently, the district is in the midst of a soft launch to codify practices and to determine the resources necessary in order to launch full implementation in SY21.
- In order to prepare for the SY21 launch, stakeholder communication is critical. The district will begin phased information sharing with all stakeholders as indicated below:



## Enrichment

- Accessible to all learners
- Provided in the classroom learning space with same age peers
- Flexible entry

## Acceleration

- Accessible to some learners
- Removal from same age peers
- Robust entry procedures



# How are we supporting teachers?

The Teaching and Learning Department supports teachers in a number of different ways:

- Grades 3-5 Classroom teachers as well as GTD teachers participate in a professional learning series led by Dr. Yvette Jackson.
- The intent of the sessions surround the following key practices:
  - *Identifying and activating student strengths*
  - *Building relationships*
  - *Eliciting high performance*
  - *Providing enrichment*
  - *Integrating prerequisites for academic learning*
  - *Situating learning in the lives of students*
  - *Amplifying student voice*



# How are we supporting teachers?

- Grades 3-5 classroom teachers receive additional job embedded support from Lisa Westman.
- Direct support and professional learning topics include:
  - *Planning for differentiated instruction specifically for math*
  - *Planning for differentiated instruction (non-content specific)*
  - *Managing a classroom with a wide-range of learners/needs*
  - *Using formative assessment to inform differentiation*
  - *Using research-based, high impact, instructional strategies*
  - *Ensuring interrater-reliability and collaborative scoring of assessments*
  - *Utilizing technology to support differentiation*
  - *Creating enrichment learning opportunities*
  - *Communicating with families on student progress*



# How Are We Doing?



# Purpose of this external analysis

As part of the Oak Park D97's vision to create positive learning environments for all D97 students that is equitable, inclusive and focused on the whole child, the district has been increasing access to mathematics enrichment (*of the core mathematics program*) to all of its students.



# Purpose of this external analysis

As a result, Oak Park phased out a math step-up process for GTD students as follows :

- **In 2017-18:** Step-up math for GTD only students was phased out in 3<sup>rd</sup> grade, replaced with access to mathematics enrichment (in the core program) for all 3<sup>rd</sup> grade students
- **In 2018-19:** Step-up math for GTD only students was phased out in 4<sup>th</sup> grade, replaced with access to mathematics enrichment (in the core program) for all 4<sup>th</sup> grade students
- **In 2019-20:** Step-up math for GTD only students is being phased out in 5<sup>th</sup> grade, replaced with access to mathematics enrichment (in the core program) for all 5<sup>th</sup> grade students



# Purpose of this external analysis

- This analysis looks at whether the change from “GTD-only step-up” to “enrichment for all students” correlates with changes in student outcomes.
- Specifically, this analysis will focus on looking at three distinct groups of students:
  - GTD students who were stepped-up in grades 3, 4 and 5
  - GTD students who were not stepped-up in grades 3 and 4 (the 2019-20 school year is the first year grade 5 students will not step up)
  - Other students in the same school/grade-bands



- To gain insight into the potential impact of changes in student outcomes, we looked at changes in math scores as measured by the NWEA MAP Math RIT scores:
  - MAP math test is taken 3x per year for students. For this analysis, we used the changes between the fall Math RIT scores and Spring Math RIT scores to measure student growth during the school year\*
  - RIT scores are designed to be compared over time in order to measure student growth

\*Only students with both fall and spring RIT scores are included in the analysis



- As requested by the BOE, a key outcome of this analysis is to understand correlations between student growth and the changes made in providing additional access to all students in the core math program.
- Thus, this analysis will be focused on:
  - **For 3<sup>rd</sup> grade student:** Changes in growth between cohorts who experienced math step-up (SY15-16 and SY 16-17) and those that experienced enrichment (SY17-18 and SY 18-19)
  - **For 4<sup>rd</sup> grade student:** Changes in growth between cohorts who experienced math step-up (SY15-16 and SY 17-18) and those with enrichment (SY 18-19)



- Finally, the analysis looks to understand the potential impact on the following sub-groups groups of students:
  - Students identified as GTD for math vs. students not identified as GTD for math
  - Students who have the following characteristics: Low Income, African American or an have an IEP
  - Students who attend smaller vs. larger elementary schools



# Findings and cautions in interpreting the results

## **Overall findings:**

We did not find consistent, significant correlations between changes to “GTD” students’ growth that align with the years D97 transitioned from math step-up for GTD-only students to math enrichment for all students.

# Findings and cautions in interpreting the results



## In 3<sup>rd</sup> grade:

- Math GTD students did not grow as much as in the prior years, but this change was not statistically significant
- Non Math-GTD students grew more than in the prior year, and this change was statistically significant in 18-19
- Low Income students, African American, and students with IEPs all saw math RIT score growth increases in 18-19, the 2<sup>nd</sup> year of enrichment. However, these results were only statistically significant for African Americans.



# Findings and cautions in interpreting the results

## In 4<sup>rd</sup> grade

- In 2018-19, Math GTD students did not grow as much as in the prior years, and this change was statistically significant
- In 2018-19, Non Math-GTD students growth was similar to that in prior years (growth was lower than the prior year, but this was not statistically significant).

Changes in student growth were as likely to happen in the years prior to changes in GTD Math and in 5<sup>th</sup> grade, which is only now experiencing a transition in GTD math.

# Findings and cautions in interpreting the results



## **Cautions in interpreting the results:**

- Even when a result is statistically significant, a correlation between a changes in student growth and changes in the Math GTD program do not prove a causal relationship:
  - Other factors influence student growth, including but not limited to: changes in the curriculum, the strength of individual teachers, entering achievement level, non-random student teacher assignments, etc.
  - For individual students, there is a high amount of variability in student growth on the Math RIT test. In several instances increases and decreases in student growth are not statistically significant.

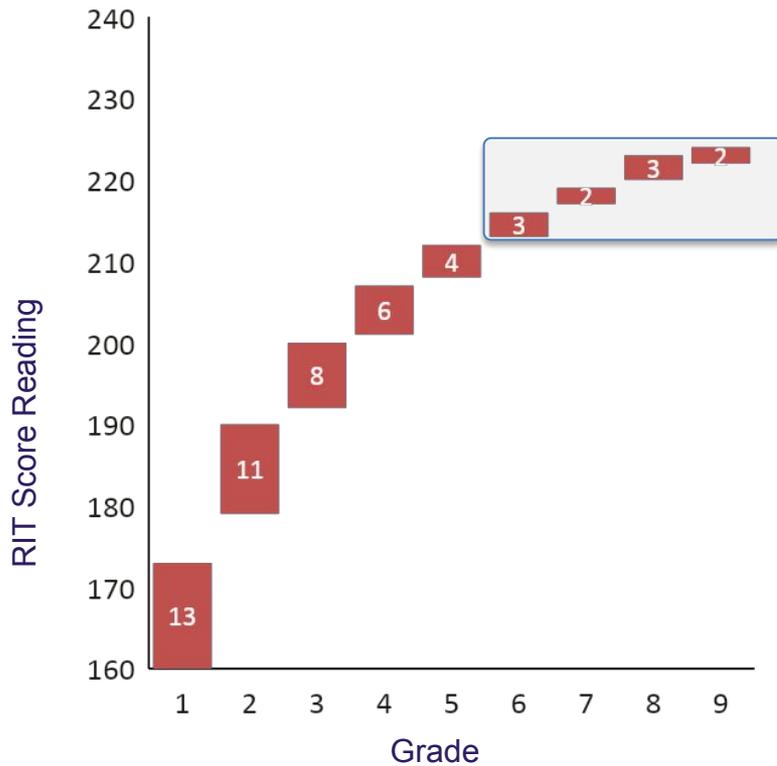


# **Framing and Background of Analysis**

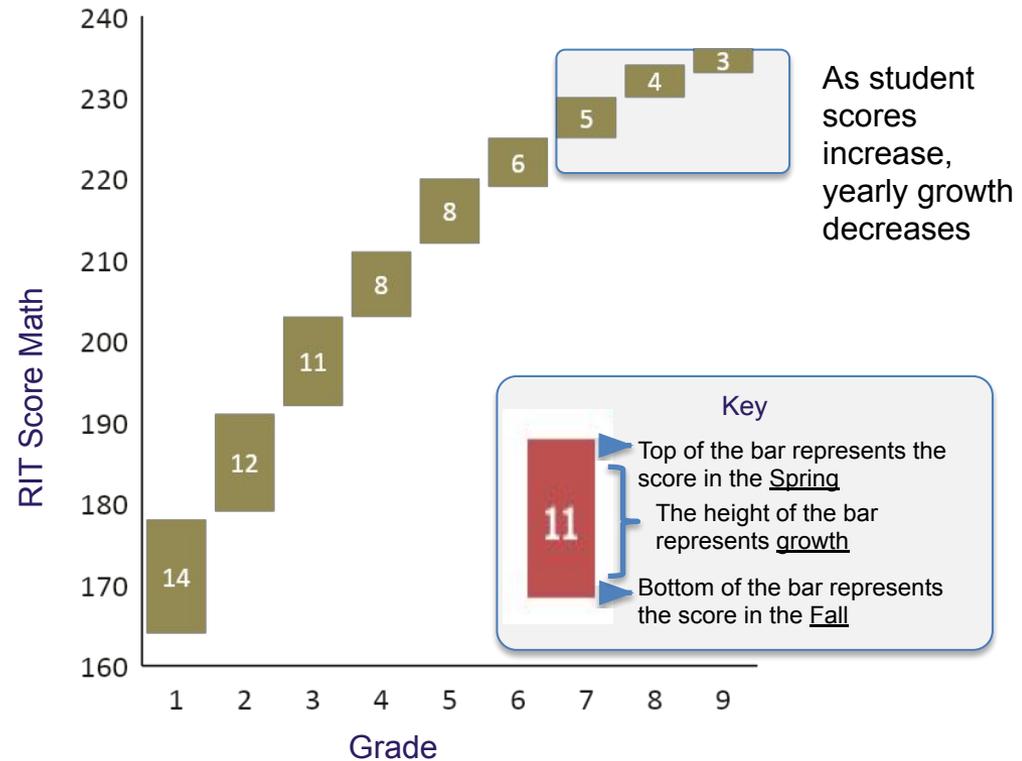
# Background: NWEA MAP RIT scores allow districts to see student growth and achievement over time



### National Average Reading RIT scores: Growth from Fall to Spring



### National Average Math RIT scores Growth from Fall to Spring

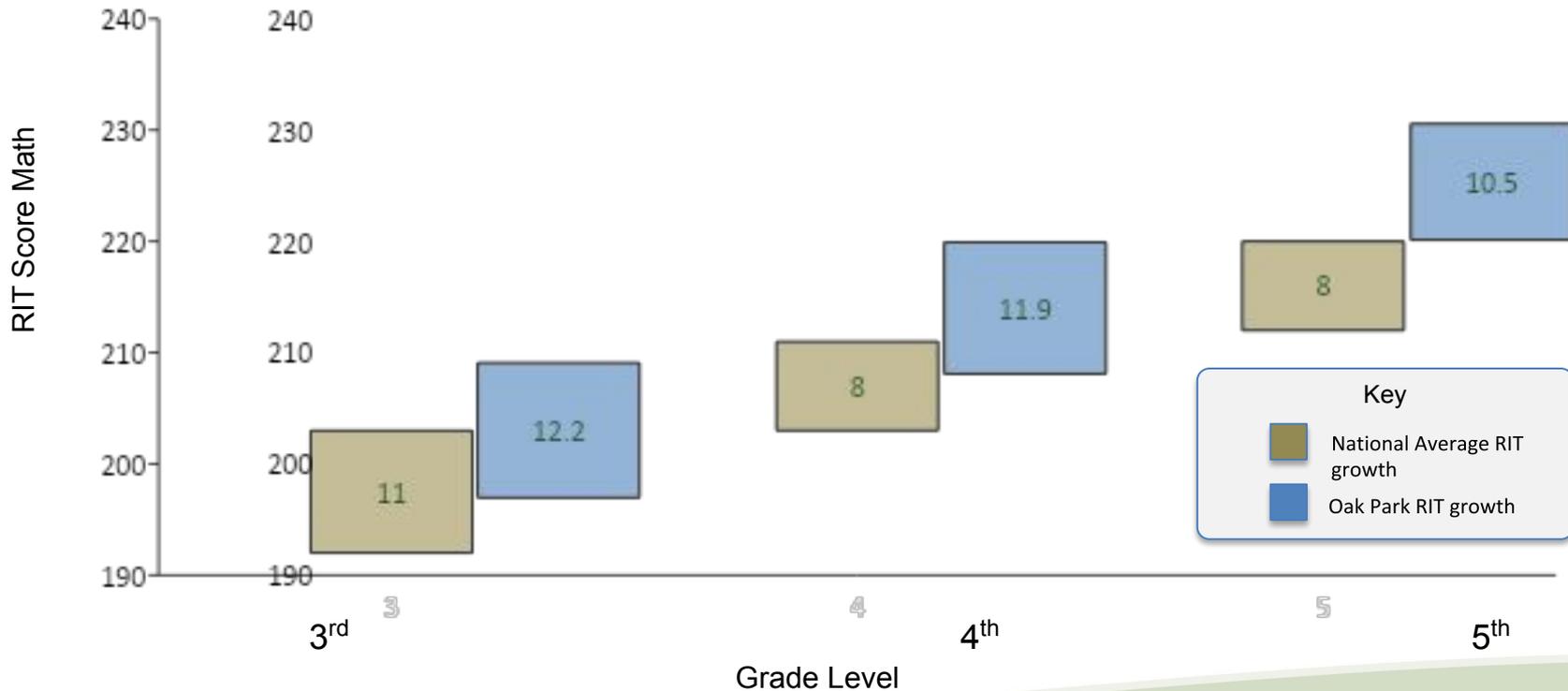


Source: US Average <https://mkpcpta.webs.com/MAP-Scores-FAQ.pdf>

Background: D97 has both higher Math RIT scores and higher levels of Math RIT growth than the national average

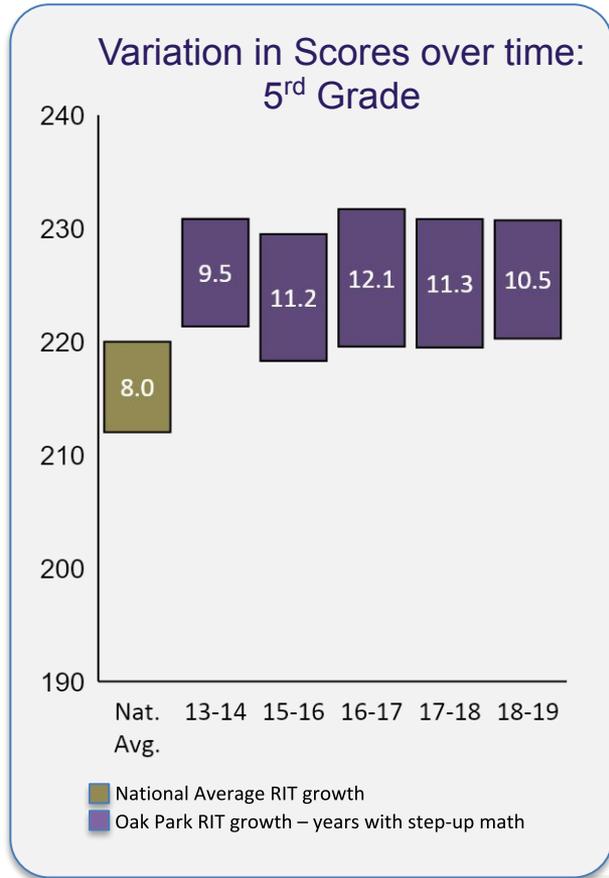
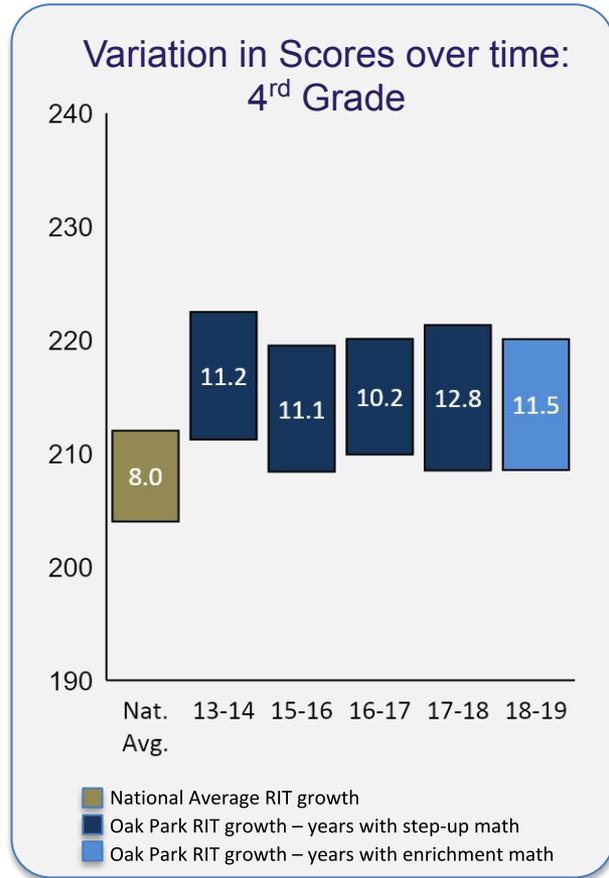
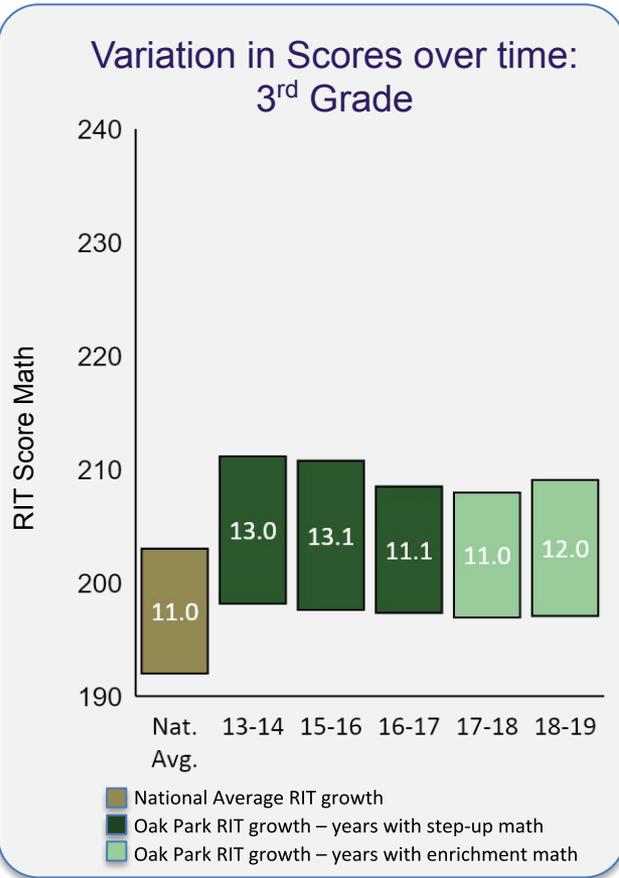


### Math RIT scores: National Average vs. Oak Park for Grades 3, 4, and 5



Source: Oak Park and National RIT data from 2018-19

Background: Oak Park Math RIT scores and RIT score growth fluctuate from year to year, but are consistently above the national average

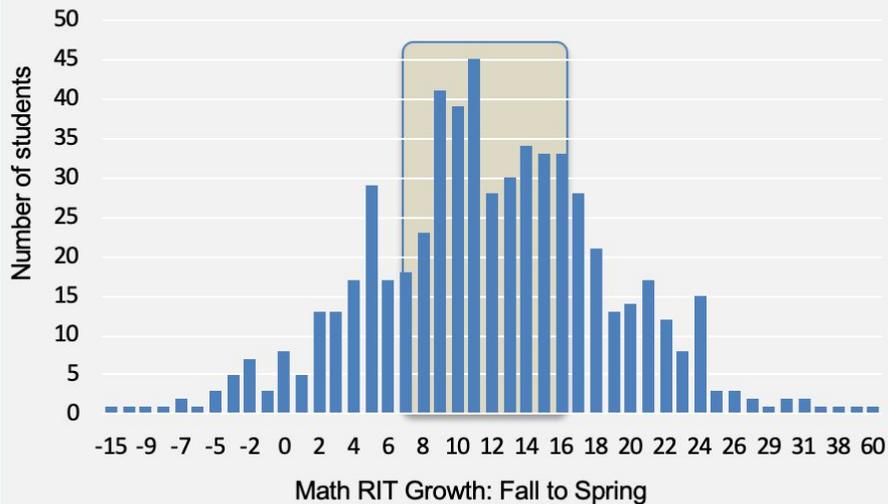


Background: For individual D97 students, there is a high degree of variation in how much growth on Math RIT scores is achieved during the year



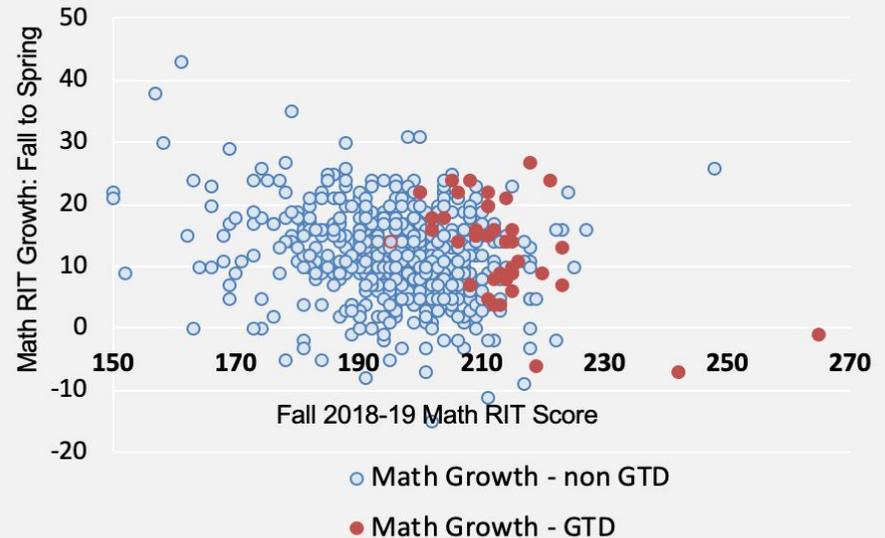
The middle 50% students to grow between 8 and 16 points per year in 3rd grade

3rd Grade Math RIT Fall to Spring Growth 18-19



As seen by the 2018-19 D97 3<sup>rd</sup> grade results, there is a high amount of variation between how much individual students grow during the year

Math RIT Growth:  
3rd Grade 2018-19



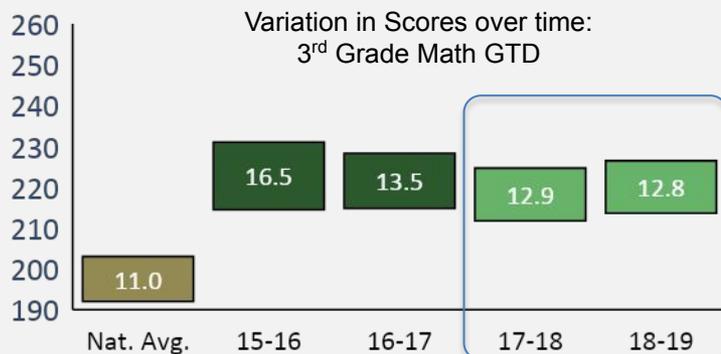
Source: Oak Park data from 2018-19



# Changes in Math RIT Scores

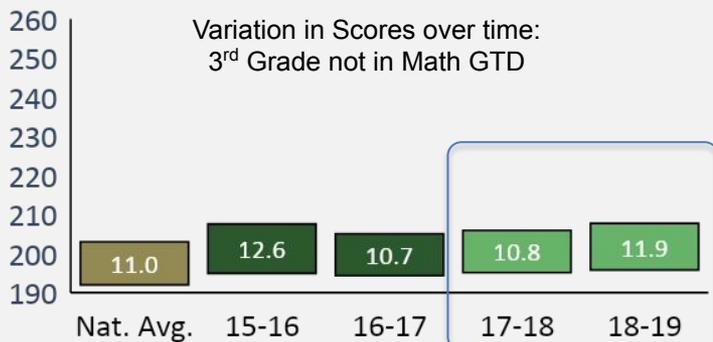
In 2017-18, Oak Park replaced step-up math with enrichment in 3<sup>rd</sup> grade: Math GTD students' growth was lower than the prior year, but the difference was not statistically significant

Results for Math GTD students when step-up math was replaced with enrichment in 2017-18:



- Math GTD student RIT score growth dropped compared the prior year
  - The drop in growth from 2016-17 to 2017-18 (the year when the change in the GTD step-up happened) was not statistically significant\*
  - The drop in growth from 2015-16 to 2016-17 was statistically significant\*
- Overall GTD Math performance levels were similar to prior years
- Math GTD students' Math RIT scores grew faster than other students in all years

Results for non Math GTD students when step-up math was replaced with enrichment in 2017-18:

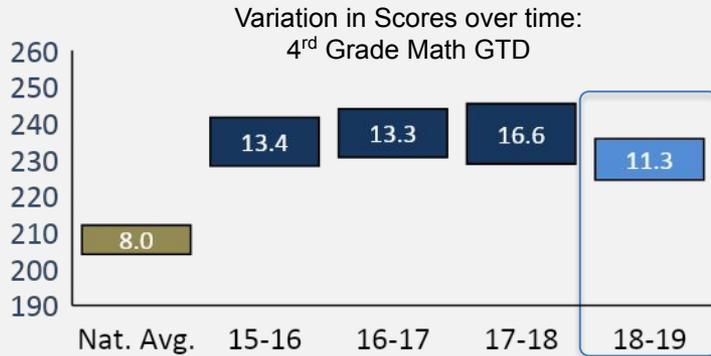


- Students not in the math GTD program saw similar levels of growth compared to prior years
- From 2017-18 to 2018-19 there has been an upward trend in student growth – the improvement from 17-18 to 18-19 was statistically significant\*

# In 2018-19, Oak Park ended step-up math in 4<sup>rd</sup> grade: Math GTD students grew less than in the prior year

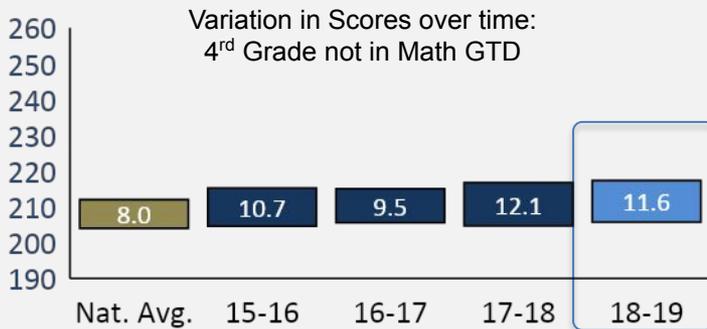


## Results for Math GTD students when step-up math was replaced with enrichment in 2018-19



- Math GTD student RIT score growth dropped compared the prior years
  - This drop was statistically significant
  - However, the increase in scores from 2016-17 to 17-18 was also statistically significant
- Math GTD students' scores growth in 2018-19 was similar to D97 students not in the GTD program but higher than the national average

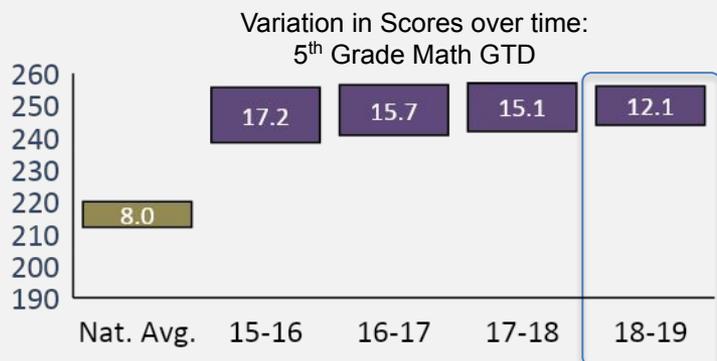
## Results for non Math GTD students when step-up math was replaced with enrichment in 2018-19



- Students not in the Math GTD program saw similar levels of growth compared to prior years
- Math non-GTD students' scores growth was similar amount to the students in the GTD program and higher than the national average

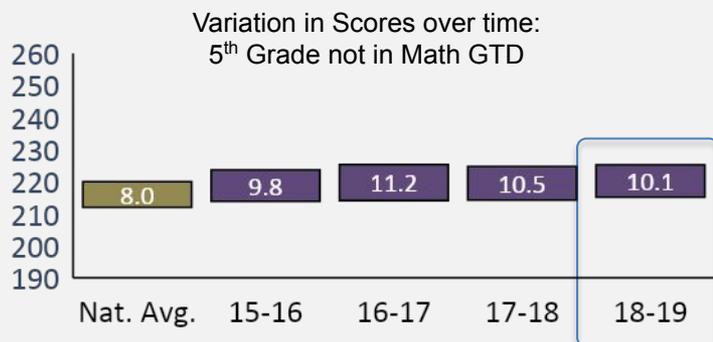
# No changes were made to the 5<sup>th</sup> grade GTD program in 2018-19: Math GTD students growth-levels dropped while non-GTD math growth was consistent with prior years

## Results for Math GTD students when step-up math was replaced with enrichment in 2018-19



- Math GTD student RIT score growth dropped compared the prior years
- Math GTD students' overall spring math RIT is similar to scores in prior years
- Math GTD students' overall growth was similar amount to the students not in the GTD program but 1.5x higher than the national average

## Results for non Math GTD students when step-up math was replaced with enrichment in 2018-19



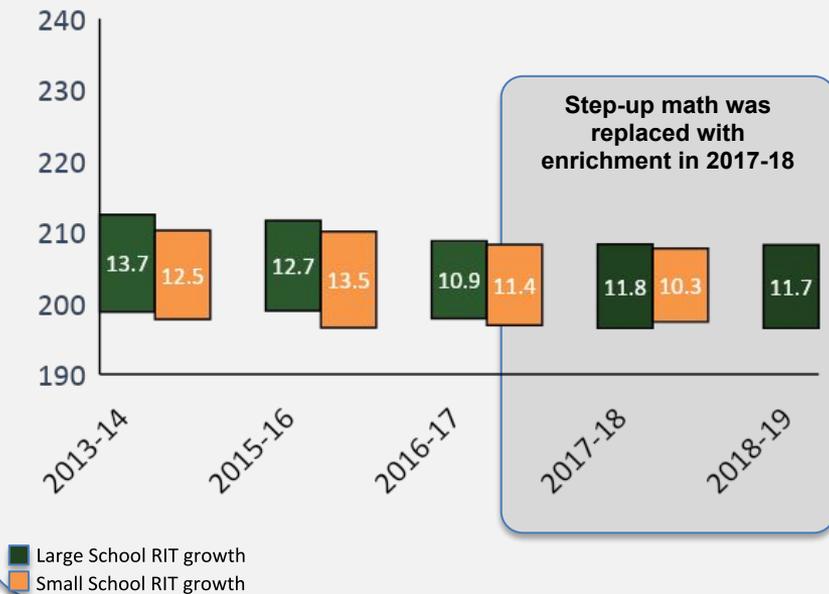
- Students not in the math GTD program saw similar levels of growth compared to prior years
- Math non-GTD students' scores growth was higher than the national average

# As Oak Park transitioned from step-up math to enrichment, school size was not correlated with different rates of student growth

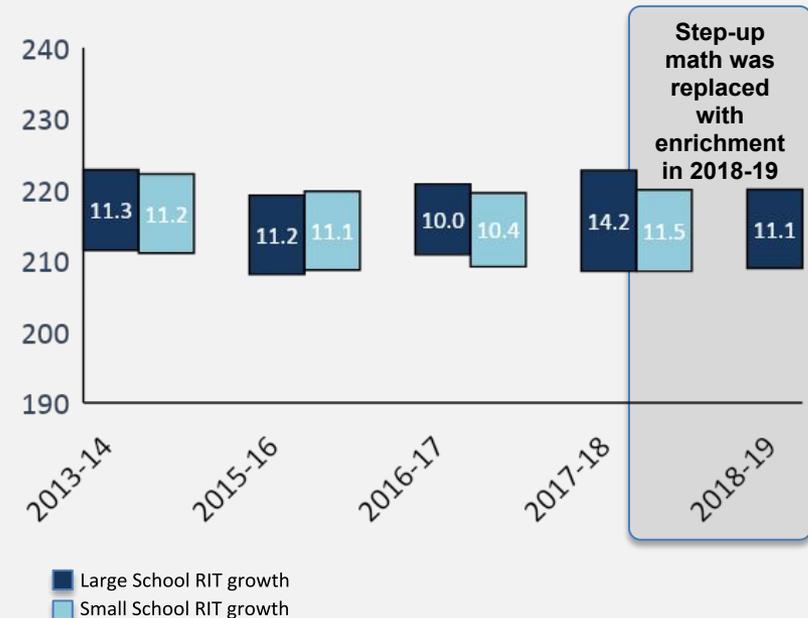


Overall, students who attended larger elementary schools saw similar levels of growth as students who attended smaller schools

Variation in Scores over time: 3<sup>rd</sup> Grade Math



Variation in Scores over time: 4<sup>th</sup> Grade Math



Source: Oak Park Data

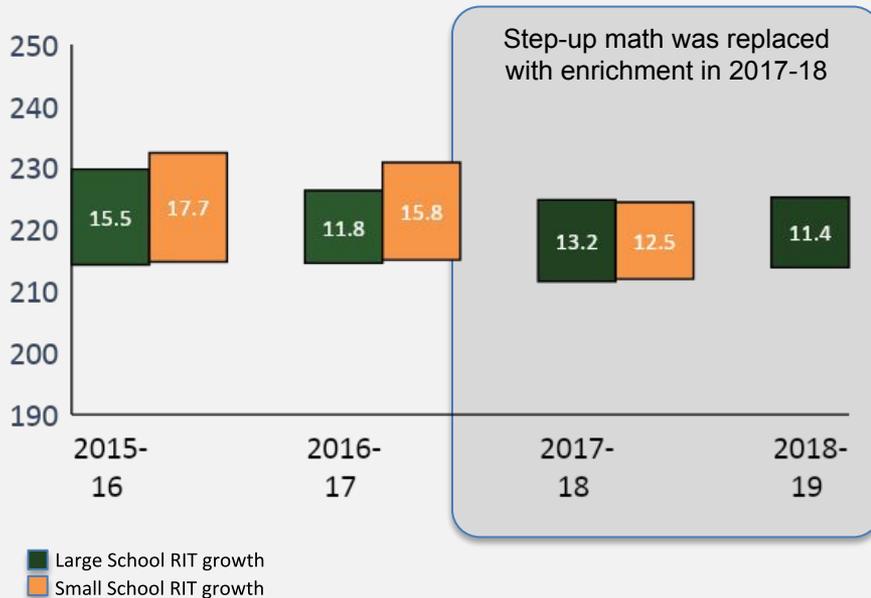
\*Note: School size was determined by total enrollment, with schools of over 500 students being considered "large" and less than 500 being considered small. Holmes, Lincoln, Longfellow are considered large while Beye, Hatch, Horace Mann, Irving, and Whittier are considered small. Size data is from the IL State Report Card.

However, GTD math students in smaller schools experienced more growth than GTD students in larger schools in 2018-19

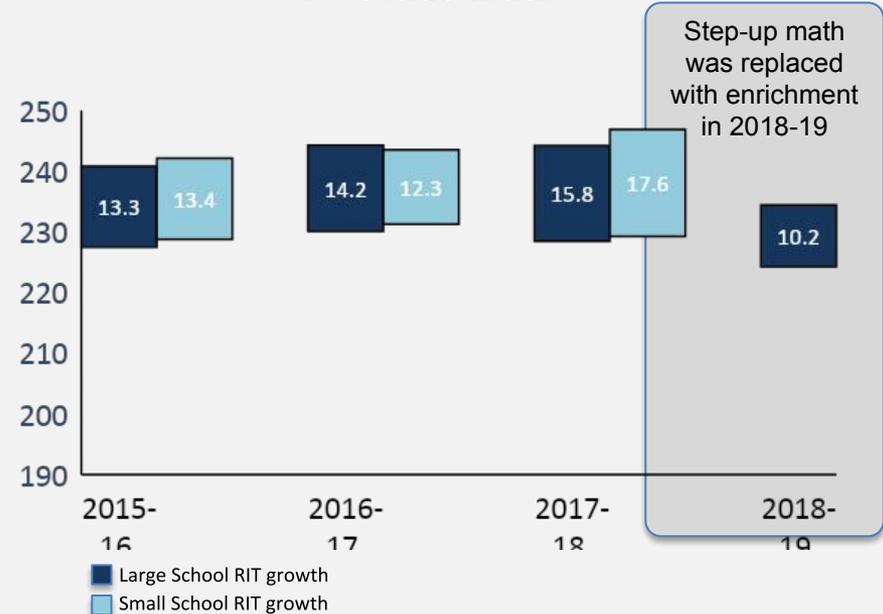


In 2018-19, Math GTD students who attended smaller elementary schools saw more growth than students who attended larger schools, but this was only statistically significant in 4<sup>th</sup> grade

**Variation in Scores over time:  
3<sup>rd</sup> Grade Math**

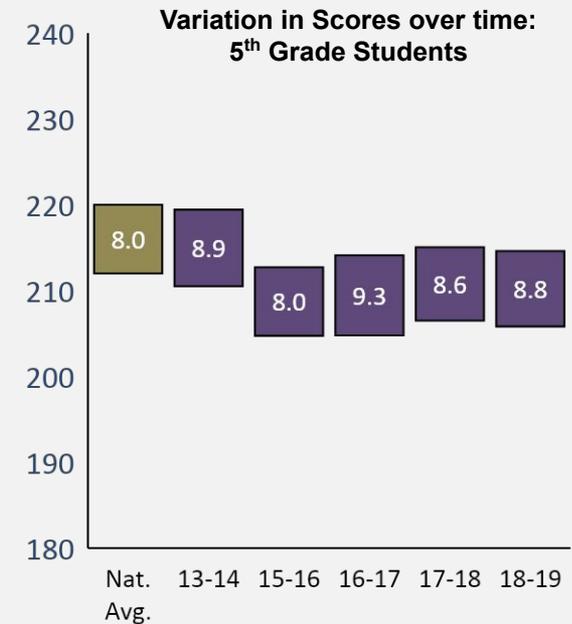
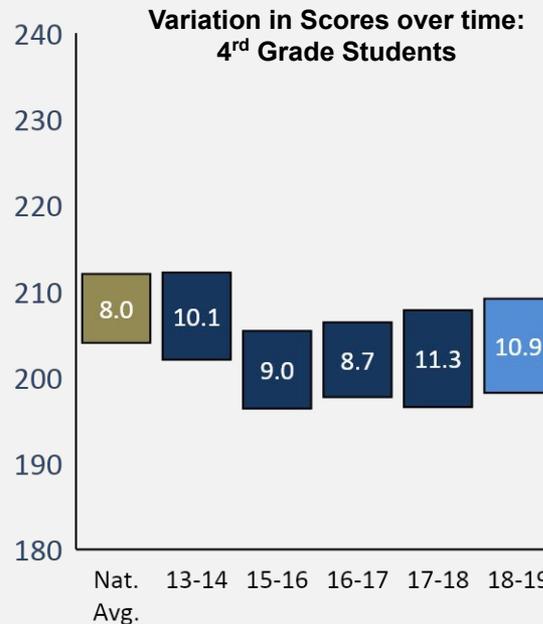
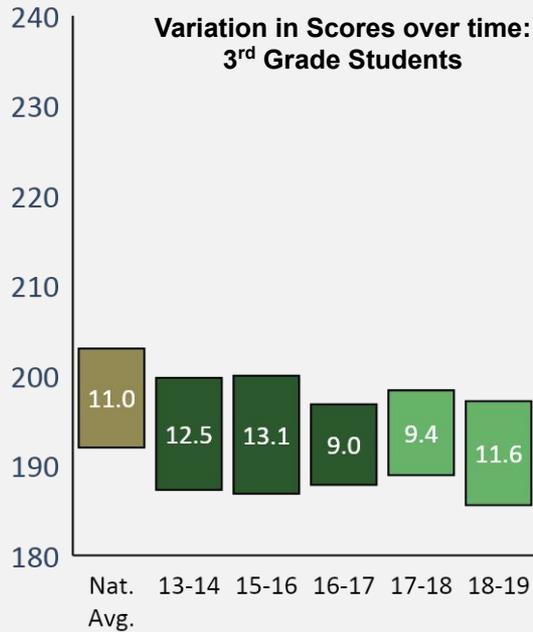


**Variation in Scores over time:  
4<sup>th</sup> Grade Math**



Source: Oak Park Data

# Low Income Students: Student Growth was similar in 2018-19 to in prior years

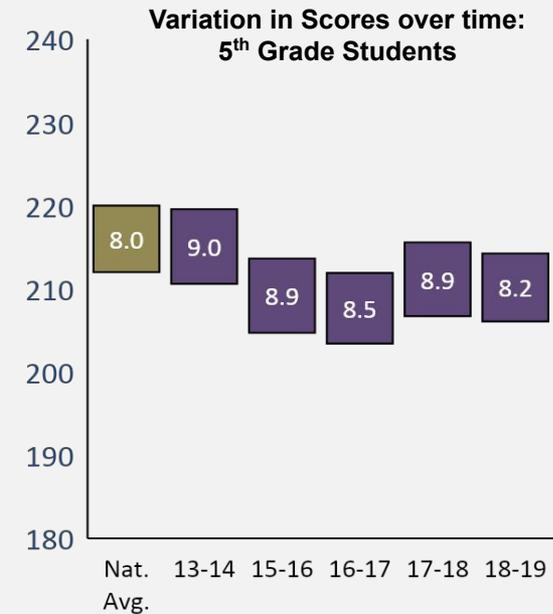
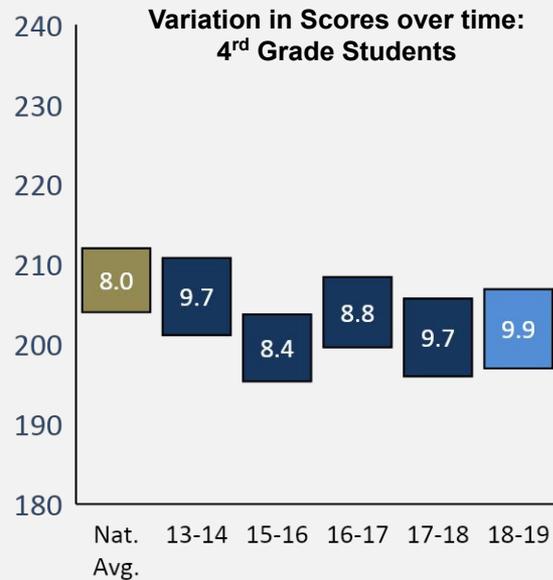
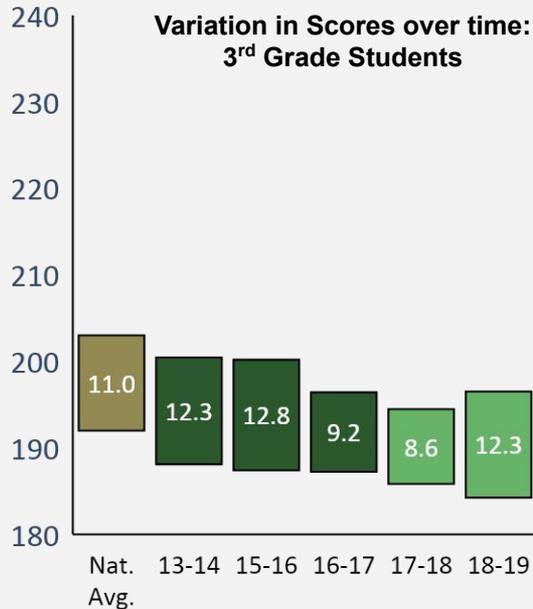


- In 3<sup>rd</sup> grade: Students with Low Income did grow more in 3<sup>rd</sup> grade in both 2017-18 and 2018-19 than in the prior year, but this growth was not statistically significant
- In 4<sup>th</sup> grade: Low Income student growth declined slightly in 2018-19, but this change was not statistically significant

# African American Students: Math RIT growth increased in 2018-19 – in 3<sup>rd</sup> grade these changes were statistically significant



## Results for African American students

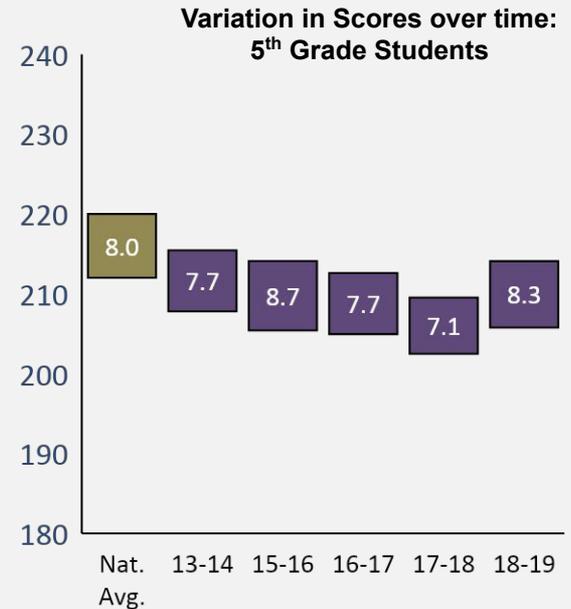
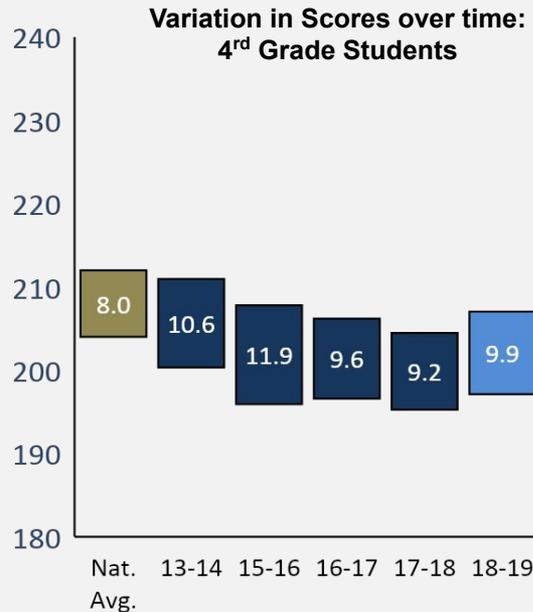
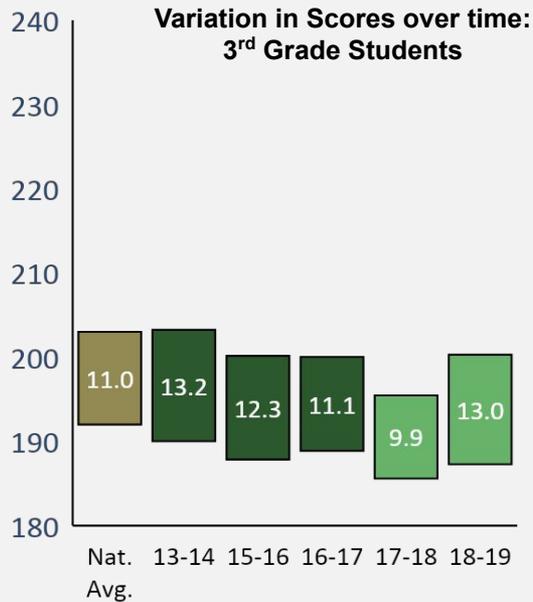


- African American grew more in 3<sup>rd</sup> grade in 2018-19 than in prior years, and this growth was statistically significant
- African American in 4<sup>th</sup> grade in 2018-19 grew slightly more than in the prior year, but this growth was not statistically significant

# Students with IEPs: Math RIT growth increased in 2018-19, but these changes did not meet the significance threshold



## Results for students with IEPs



- Students with IEPs did grow more in 3<sup>rd</sup> grade in 2018-19 than in prior years, but this growth was not statistically significant
- Students with IEPs in 4<sup>th</sup> grade in 2018-19 grew slightly more than in the prior year, but this growth was not statistically significant



# Next Steps/Recommendations



# Recommendations and Next Steps:

- “Gifted education” (at the elementary level) should be taught to all students; continue math enrichment
- Focus on areas that students have strengths in and build their confidence by providing enriching experiences to them
- Continue use of K-5 mathematics program so students self-belief takes hold, and they will take on more challenging content as they move onto middle- and high-school



# Recommendations and Next Steps:

- By SY22, reallocate D97 resources to provide a “push-in” enrichment for all model (versus allocating resources to provide pull-out support for students who don’t qualify for accelerated learning)
- Continue investments in staff’s understanding and use of differentiation (*via National Board, instructional coaching, push-in support staff, instructional technology*)
- Strengthen supports to implement IL Acceleration Placement Act
- Speak with students, teachers, and families to determine how to improve offerings of program



Thank you!

**Official Minutes of the  
Oak Park Board of Education District 97  
260 Madison Street, Oak Park, Cook County, Illinois  
September 24, 2019 Meeting**

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

ROLL CALL

Present: Broy, Kim, Breymaier, Spurlock, Liebl, Kearney, and Moore  
Absent: None  
Also Present: Superintendent Dr. Carol Kelley, Assistant Superintendents of Human Resources Gina Herrmann, Director of Communications Amanda Siegfried, Chief Academic and Accountability Officer Ebony Lofton, Senior Director of Administrative Services Felicia Starks Turner, Senior Director of Equity Carrie Kamm, Senior Director of Technology Michael Arensdorff, Senior Director of Buildings and Grounds Jeanne Keane, Consultant Rob Grossi, and Board Secretary Sheryl Marinier.

**EXECUTIVE SESSION**

EXECUTIVE SESSION

Spurlock moved, 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) at 6:30 p.m.

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

**OPEN SESSION**

OPEN SESSION

Moore moved, seconded by Kim that the Board move into Open Session at 7:00 p.m. All members of the Board were in agreement. The meeting reconvened at 7:07 p.m.

**PUBLIC HEARING**

PUBLIC COMMENT

President Broy called to order the Public Hearing on the Budget.

Rob Grocci updated the Board on the status of the 2019-2020 budget, and the final budget was presented. He shared the budget trends over the years and major assumptions. Grossi explained the levy process and reminded the Board that the collection of funds does not go hand-in-hand with the fiscal year.

He shared that he anticipates that the expenditures and revenues will increase next year. Excluding capital revenue, the district should see a surplus of about \$3,000,000.

Grossi asked the Board to approve the 2019-2020 budget this evening, noting that after it is signed, it will be filed with the proper authorities (county and state).

Members of the community were invited to speak regarding the budget, but no one accepted the invitation. Since there was no interest by the community to comment on the budget, President Broy adjourned the public hearing.

**SPECIAL REPORTS**

SPECIAL REPORTS

**SY20 DISTRICT GOALS AND EQUITY IMPLEMENTATION/ACTION PLAN**

Dr. Kelley shared the SY20 goals noting the importance of tying them into the equity policy. She noted that since one of the key terms is “equity”, she wanted the Board to know that the committee defined equity as,

“The state that would be achieved is a student’s success and well-being was no longer predictable by any social, cultural or economic factor. We must interrupt inequitable practices, examining biases, and creating inclusive and

SY20 DISTRICT GOALS AND EQUITY IMPLEMENTATION/ACTION PLAN (Continued)

just conditions for all. Ensuring every child receives what they need, when they need it, to develop to their full academic and social potential. Cultivating the unique gifts, talents and interests that resides in every child.”

She explained what leading for equity looks like in complex systems, and reported that the district is part of the mid-west leading on equity cohort. She explained that leading for equity is not predictable, and needs intentional, targeted practice. She told the Board that the district uses the Cynefin framework and is constantly designing strategies and has a continuous cycle of review.

Dr. Kelley shared details on the four learning goals that were approved by the Board and support Policy 1:30.

**Goal 1 – Every Oak Park District 97 student is a known, nurtured and celebrated learner.**

She explained that the goal is to have 90 percent of all students feeling like they belong at the schools. In order to achieve this goal, the district will align tactics with the equity policy to recognize and value diversity.

- They will look at clubs, and activities that target the students who are farthest away from the excellent target. She noted that the partnership with Y.E.M.B.A. is an example of the efforts in this area.
- By November 25, 2019, both middle schools will have teams trained in support to help with kids who are transitioning.
- Planned Lunch “N” Learns with students at schools will continue.
- The Social Justice Clubs and Book Clubs will be expanded this year under the leadership of Faith Cole.

Strategy – Recognizing and Valuing Diversity

Tactic – Student Voice and Agency

- Schools completing Gender Support Team Trainings by December 2, 2019.
- 198/360 of selected students participated in Lunch “N” Learns. (November – December 2019)
- All 10 schools have an active Social Justice Club or book club. (by May 2020)
- 25 students per school will be active in Y.E.M.B.A. Affinity Space for African American and Latinx students. (November 2019-May 2020)
- 95 percent of (Grade 1-8) students participate in PLESS survey. (November 2019, May 2020)

Tactic – Universal Design for Learning (UDL)

UDL is a tactic designed to help increase student participation in general education settings. District 97 will continue our implementation of UDL through the implementation and improvement of its co-teaching practices.

- 92 percent of students with disabilities receive specially designed instruction in an inclusive general education setting. (September 2019 – May 2020)
- 95 percent of teachers who receive a score of 90 percent or above on the Quality indicators of Specially Designed Instruction rubric. (September 2019 – May 2020)

**Goal 2 – Every Oak Park District 97 student is an empowered and passionate scholar.**

SY20 Measures of Student Success:

- To reduce the disproportionality of Black students receiving office discipline referrals – as measured by SWIS.
- To reduce the percentage of students who are chronically absent from school.

SY20 DISTRICT GOALS AND EQUITY IMPLEMENTATION/ACTION PLAN (Continued)

Strategy – Workforce Equity

Tactic – Hire/Retain More Teachers of Color

- 4.7 teachers of color candidates per vacancy. (15 percent of candidates of color) (by August 2020)
- 9.0 male teacher candidates per vacancy. (22 percent of male candidates) (by August 2020)
- 90 percent retention of 2019-2020 teachers of color.
- 80 percent final round interviews with at least one candidate of color. (by May 2020)
- 60 percent staffing interview panels with a minimum of two persons of color. (by May 2020)

Strategy – Eliminating Discipline Disproportionality

Tactic – Increase Restorative Practice Training for Staff

- 100 percent of social workers and school psychologists trained in the delivery of interventions supportive of Trauma Informed Care. (November 2019 – May 2020)
- 20 percent of staff trained in CHAMPS. (August 15, 2020)
- 100 percent of schools actively use advisory, morning circles or cross-grade circles. (SY20)

Strategy – Eliminating Discipline Disproportionality

Tactic – Climate/Culture Training and Supports

- 10 percent of students whose end of year attendance rate was less than 90 percent.
- 5 percent of elementary students receiving three or more office discipline referrals.
- 2.06 percent of students receiving an in-school or out-of-school suspension.
- TBD for resources and tools for staff on addressing implicit bias.

**Goal 3 – Measures of Student Success**

- To increase the percentage of grade 3 students reading at or above grade level – as measured by NWEA/MAP.
- To increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Reading – as measured by NWEA/MAP.
- To increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Math – as measured by NWEA/MAP.

Strategy – Equitable Access

Tactic – Literacy Audit and Resources for Targeted Support

- 100 percent of audit completion targets met (by May 2020). An external partner (Dr. Tatum, UIC) will conduct a literacy audit of the District 97 classrooms in order to develop a plan of action that aligns with the goals for advancing the literacy development of students and to support teachers.
- 80 percent of teachers reporting comfort and confidence with use of K-5 literacy resources. (September 2019 – May 2020)
- 75 percent of teachers reporting comfort with newly adopted K-5 word study resources. (December 2019 and May 2020)
- 78 families (qualifying) with Internet for ALL. (by December 2019)

Tactic – Culturally Relevant Resources for Providing Differentiated Learning Experiences

- 100 percent completion of ELA Written Curriculum revisions. (by May 2020)
- 75 percent of K-5 teachers implement the ELA Written Curriculum with fidelity. (by May 2020)

SY20 DISTRICT GOALS AND EQUITY IMPLEMENTATION/ACTION PLAN (Continued)

Strategy – Professional Development

Tactic – Culturally Relevant Training for Providing Differentiated Learning Experiences

- 100 percent of instructional coaches will determine how to implement Ready for Rigor framework in their coaching with individual teachers and teams. (by May 2020)
- 100 percent of district cohort (63 candidates) will complete National Board Certification components one and three. (by May 2020)

Strategy – Equitable Access

Tactic – MTSS (Increased Tutoring and Related Supports)

- At least 85 percent of all students identified as needing Tier 2/3 support will have an active plan in Branching Minds. (September 2019 – May 2020)

Strategy – equitable access

Tactic – After-School Transportation and Online Tutoring. (TBD)

- To increase the percentage of students who are projected college ready in mathematics – as measured by NWEA/MAP.
- To increase the percentage of students who are projected college ready in reading – as measured by NWEA/MAP.

**Goal 4 – How will we measure our activities?**

Strategy – Equitable Access

Tactics – Expansion of accelerated learning, and math enrichment program, and in-class supports.

- 100 percent of requests for acceleration will be completed within 45-60 school days. (August 2019 – May 2020)
- Eight out of eight elementary schools will implement the provision of co-taught differentiated supports within the classroom as well as the redesigned “pull-out” units. (August 2019 – May 2020)

Tactic – Provide Additional Teacher Resources

- 10 programs reviewed to determine return on investment/return on value of instructional technology resource/tool. (May 2020)
- 50 professional learning sessions provided to staff. (May 2020)
- 100 percent of International Baccalaureate units and assessments will be revised (for cognitively demanding student-centered experiences). (May 2020)
- Middle school reporting system will be revised to align report cards to content standards, IB components and be more student-centered. (May 2020)
- 100 percent of middle school math teachers will implement new math (CMP3) resource. (October 2019 – May 2020)

**PUBLIC COMMENT**

PUBLIC COMMENT

Ricci Scatton share that he has two seventh grade daughters at Julian. They experienced difficulties last year, but he thought that the problems were just because they were in the transition year. The girls would tell him about how they would get punished but other students were just sent back to class. The girls stuck with it, and this year they see a difference and want to stay at Julian now. He reported that the changes are already making an environment better for them.

**PUBLIC COMMENT** (Continued)

Ronald Clark shared that he is a 32 year veteran of Oak Park. He raised his son here who is now teaching at the high school. He suggested that there was a struggle early on, but supports got them through it. He explained that it required effort by both the parents and governing bodies. Clark shared that he volunteers around the village and sees need for much improvements. He thanked Dr. Kelley and the Board of Education for implementing changes. He suggested that children need to be helped at home, and attend a school friendly environment. They need to feel special and that everyone is the same. He suggested that a lot of the children do not feel welcome at the school and/or at home.

**Amber Kelly and children**

Kelly shared that she has four boys in the school. She shared that her oldest son's first year at Julian was rough. He had to have therapy and went into a depression. During that time, she was at the school every day. She shared that her son did not want to go back to Julian for seventh grade. Kelly shared that she has another son at Beye School, and noted that Mr. Ellwanger made it so much easier. Her third son is at Irving with Mr. Hodge. She shared that this son never felt like he did not belong at Irving. Kelley shared that her hope is that she can breathe this year. She finished by saying that she even considered home schooling for seventh grader.

**Makesha Flournoy**

Shared that she has never been more proud of the community than today. She declared this a pivotal moment for the district and the school leaders in and around Oak Park. She shared examples of how there is now a more diverse leadership in the community, which is a big change over the last few years. She shared that the PTOs are now doing wonderful, ground-breaking, and best in class work around diversity, equity, and inclusion for their school communities.

Flournoy suggested that the equity policy is just a piece of paper. She shared that she does not believe that this plan was truly and authentically created with the students and their families in sight, but only to check boxes. She suggested that it can still build institutional memory about what we are doing. She told the Board that other districts across the country are realizing results, not because they have a policy in place, but because they are moving steadfast and with pace, they have nurturing communities around them, and they work together towards a common goal. They are doing what is needed to be done. She indicated that the district and community will be celebrated when it has acted and when outcomes and children's lives have changed.

Flournoy explained that the parents of color do not volunteer for this work because they get paid to do so, but because they are literally fighting for their children's lives. She told the Board that there is now a coalition of parents who are willing to come to arms for the children. She suggested that the Board use the volunteers to advance this work and not take advantage of the gift.

**Olivia Villa**

An eighth grade student at Julian Middle School, shared that she was hoping to learn about Hispanic heritage in history class this month. She asked her teacher why they were not learning about this subject and the teacher told her that it was not part of the U.S. History curriculum, and she did not know enough about the subject to teach it. Villa noted that during the month of February, all kinds of activities are planned to celebrate African American history.

Villa noted that there are more and more Hispanics who are making history, and she suggested that if students were learning about Hispanic heritage, they would have a better understanding of the culture and the people. She asked the Board to treat Hispanic heritage month the same as all the other celebrated months.

SPECIAL REPORTS CONTINUED

**COMMUNICATIONS AND COMMUNITY ENGAGEMENT PLAN ON EQUITY**

Amanda Siegfried explained that she has been working with KQ Communications to identify ways to fulfill items identified in the equity plan specifically utilizing stakeholders and outreach. She explained that the focus is not just communication, but engagement. She noted the need to improve in getting folks involved in the work and building trust.

She reported that surveys were sent out in late August to all District 97 families and staff. The goal of the activity was simply to listen; to identify the different levels of awareness of the district's equity policy, and to determine

## COMMUNICATIONS AND COMMUNITY ENGAGEMENT PLAN ON EQUITY (Continued)

how families are receiving district-level and school-level news and information. She shared that about 800 families responded.

Siegfried reported that the goal is to keep parents informed and engaged about plans and activities meant to create a positive learning environment for all District 97 students that is equitable.

Siegfried introduced the following objectives to achieve this goal.

- 1) To increasing the overall number of engaged parents in the district efforts around equity by 10 percent by May 2020, and to ensure that less than 50 percent of the parents of under-represented student groups are engaged in district activities.
- 2) Expand the “My D97” branding. Making community engagement part of the culture. Doing a match up, matching up new families of black/brown students with an established family. This initiative will begin with the next school year.
- 3) Increase the multi-media in social media. She explained that posts that include videos and photos are more likely to be viewed. This initiative will begin next year. Additionally, efforts will be made to send out more consistent updates via social media regarding the equity work.
- 4) Ensure that 75 percent of the parents and educators are moderately to highly aware of the district’s vision, equity plan, and activities by May of 2020.

Siegfried shared that the community newsletter is currently subscriber based. She emphasized the need to send a consistent communication out that outlines the equity work, and to build in an accountability tracker to keep staff accountable.

Concern was expressed that there is a lot of bad information on social media. Siegfried noted that there are a lot of closed groups in Oak Park that district staff do not have access to. She would like to be proactive in this area, and will encourage community members to reach out to the schools for the truth. Siegfried shared that she is considering “My D97 Leaders”. These people would be volunteers trained on how to respond to popular questions. The leaders will be armed with factual information that they could share with the community.

Board comments included appreciation for the frequently asked questions (FAQs) on air conditioning. It was suggested that the district consider a similar document on equity and display it in appropriate locations. The efforts toward community engagement were acknowledged.

An equity racial review tool was recommended, noting that it is referenced in the equity policy. It was suggested that language be included in the plan that explains when and how the tool will be created and used.

Interest was expressed in tracking the desegregated information. It was suggested that the district develop desegregated goals that will allow the Board to track disparities.

Interest was expressed in developing a long-term plan for staffing and funding the policy, and describing how and when the process will happen.

It was suggested that the plan speak to the assessment systems and making sure they are not bias. Interest was expressed in knowing where the district currently stands on this topic.

Interest was expressed in a clearer presentation of the data on page 15 of the report. A central place for tacking progress was also suggested. Dr. Kelley responded by telling the Board that three times a year the administration participates in a deep data dive across all of the schools. She explained that the district does not have a data warehouse, but suggested that the administration could provide trimester updates to the Board on a district level. She shared that administration is prepared to review the data points disaggregated for each of the schools. It was

## COMMUNICATIONS AND COMMUNITY ENGAGEMENT PLAN ON EQUITY (Continued)

suggested that administration find a clearer way to explain the matrices, noting that ALMA's work or the MTSS data would be good references in this area.

Interest was expressed in a user friendly online location where people could go to access data and updates. Siegfried suggested that she meet with member Kearney to gain clarity on what he would recommend be included to fulfill this request.

Dr. Kelley explained that the targets for student success are traditionally aspirational. She explained that other districts do not set a specific target for students, but they do set specific targets for the activities that the adults are doing. Interest was expressed in administration reporting on the same things that were reported on in the past, noting that targets are needed in order to complete the superintendent's evaluation process. It was suggested that a separate conversation take place about the goals and which ones need a school year matrix.

Gina Herrmann reported that the district has been attending job fairs, and specific universities to work toward the target of hiring more teachers of color. It was suggested that the team seek out ALMA's feedback on this topic. It was suggested that some of the partners in this area are not producing candidates. Herrmann suggested partnering with one of the universities to bring in student teachers who can be groomed to develop a pipeline. It was suggested that this strategy could work for the hiring of principals too. A referral bonus was also suggested.

Dr. Kelley was acknowledged for her efforts to gain parental input. It was noted that this in one of the only times that the district was able to get parent feedback from those who do not usually participate. It was noted that 80 percent of the parents who participated felt that their voices were heard.

Carrie Kamm reported that the National Board Certification program is being intentionally designed around the district's equity efforts.

Interest was expressed in receiving a presentation on the curriculum writing efforts. Siegfried offered to send the Board a copy of the equity cohort newsletter that Dr. Kelley and Ebony Lofton are working with the librarians on.

Concern was expressed that the onus is not being put back on the teachers regarding restorative practices. It was suggested that the district go back to the source of when something is perceived as problematic. It was suggested that discipline should be the last resort.

Kamm suggested a future learning session on SWIS to help the Board understand the process. She explained that there was a glitch in the filing process in the past, suggesting that the principals may not have had quality data to review.

Dr. Kelley agreed to revisit the plan around the Board and public comments and share an updated version during the next Board meeting.

### **Y.E.M.B.A. AFFINITY GROUP IMPLEMENTATION - S.T.A.R.S. PROGRAM**

Ebony Lofton explained that in an effort to address community feedback and in alignment with the district's newly adopted equity policy, the Teaching and Learning Department is seeking to partner with Y.E.M.B.A. to support student affinity groups at both Brooks Middle School and Julian Middle School. Qualitative student data gleaned from student narratives as well as district sponsored community conversations suggest that African American and LatinX students are disproportionately impacted by racial inequity which can result in a number of different stressors that can impact a sense of belonging.

The STARS program supports students by leveraging a 20-hour curriculum over weekly sessions that take place after school at each middle school. Session titles include (but are not limited to):

- Defining identity, race and culture
- My values and my community
- Exploring race, racism, bias and discrimination
- Identity, power and privilege
- Exploring race and education

**Y.E.M.B.A. AFFINITY GROUP IMPLEMENTATION - S.T.A.R.S. PROGRAM** (Continued)

- Media influences on identity
- Youth social movements throughout history
- Civic dialogue

The program culminates with a community action project. The sessions would take place from October 2019 through May 2020. Each session would be supported by one facilitator, two adult mentors, and three to five junior mentors (high school students). Each session would last approximately ninety minutes.

The total program cost is estimated at \$45,000. The estimated cost would cover the delivery of 55 student workshops, supplies, equipment, etc. Lofton noted that there would be costs for curriculum development, but that would be a one-time expense.

Lofton explained that the success of the program will be evaluated by looking at the culminating activities. Natural checks will be completed around the curriculum, attendance and engagement. She noted that Y.E.M.B.A. has already demonstrated the ability to work with students with disabilities. She explained that there is a targeted recruitment with a clear focus, ensuring that the black and Latinx students most in need are invited to participate.

Board comments included noting that the age difference between the students might make for different conversations within the groups.

**ACTION ITEMS**

ACTION ITEMS

**4.1.1 APPROVAL OF MINUTES FROM THE SEPTEMBER 10, 2019 BOARD MEETING**

Moore moved, seconded by Breymaier, that the Board of Education, District 97, approve the minutes from the September 10, 2019.

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

**3.2 APPROVAL OF THE REVISED CONSENT AGENDA**

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

3.2.1 Approval of Bill List  
3.2.2 Personnel (amended)

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

**4.3.1 ADOPTION OF FINAL 2019-2020 BUDGET**

Kim moved, seconded by Breymaier, that the Board of Education of Oak Park District 97, adopts its final 2019-2020 budget as contained in the State budget form presented to the Board of Education on September 24, 2019.

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

**4.3.2 APPROVAL OF PUBLIC OFFICIAL’S BONDS**

Liebl moved, seconded by Kim, that the Board of Education of Oak Park District 97, approves the Public Official’s Bonds as presented.

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

**4.3.3 APPROVAL OF HATCH BOILER**

Moore moved, seconded by Kim, that the Board of Education of Oak Park District 97, approves the Hatch Boiler Replacement Bid that was presented on September 10, 2019 in the amount of 725,000.

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

**4.3.4 APPROVAL OF CONTRACT WITH KQ COMMUNICATIONS**

Breymaier moved, seconded by Moore, that the Board of Education of Oak Park District 97, approves the agreement with KQ Communications to supply communications support during the months of August – October, 2019 at a cost of \$48,060.00.

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

**4.3.5 RECOGNITION OF CUSTODIAN APPRECIATION DAY ON OCTOBER 2, 2019**

Kim moved, seconded by Spurlock, that the Board of Education of Oak Park District 97, approve the resolution recognizing October 2, 2019 as Custodial Workers Appreciation Day.

**RESOLUTION**

**Custodial Workers Appreciation Day**

**October 2, 2019**

**WHEREAS**, school district custodians and engineers are on the job long before students and teachers arrive and after they leave; and

**WHEREAS**, school district custodians and engineers ensure that the schools are clean and safe for all who enter; and

**WHEREAS**, school district custodians and engineers work tirelessly to make sure the school grounds are welcoming and inviting; and

**WHEREAS**, school custodians and engineers routinely clean up even the worst messes; and

**WHEREAS**, our community recognizes and supports its school district custodians and engineers in their efforts to make the schools a safe, welcoming environment for all who enter.

**NOW, THEREFORE, BE IT RESOLVED** that the Oak Park Elementary School District 97 Board of Education proclaims October 2, 2019, to be CUSTODIAL WORKERS APPRECIATION DAY; and

**BE IT FURTHER RESOLVED** that the Oak Park Elementary School District 97 Board of Education strongly encourages all members of our community to join with it in personally expressing appreciation to our custodians and engineers for their dedication and devotion to their work.

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

**ADMINISTRATIVE ITEMS**

ADMINISTRATIVE ITEMS

**HEPHZIBAH AGREEMENT**

Jeanne Keane reported that the district has had an agreement with Hephzibah for over 20 years. She reported that the organization has decided to not seek licensing anymore, and stop accepting children who are three years old and under. This will remove some of the restrictions that were placed upon the organization and will allow them to expand their programming in the schools. This change will allow the organization to have a higher ratio of children per square foot of space.

Board comments included a suggestion that the district should consider charging Hephzibah more for the facilities usage.

**POLICY REVIEW**

This item was tabled.

**BOARD ASSIGNMENTS**

BOARD ASSIGNMENTS

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

**FACILITIES ADVISORY COMMITTEE (FAC)**

It was reported that the website link for capital updates regarding temperature control frequently asked questions has been updated.

The ADA projections for Beye School were revisited and revised. The cost is now closer to the 5-year plan.

The committee will review the budget numbers for the Lincoln and Longfellow School renovations during the next committee meeting. The project manager is confident that the projects came in under budget and the district will receive a refund.

The Longfellow elevator has not been delivered yet, but the students and staff are working around the inconvenience.

Projections for the 5-year plan will be shared with the committee on October 2, 2019.

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

FORC will be meeting on October 10, 2019. President Broy asked that updates for this meeting be sent to the committee and Board members at the same time.

**COMMITTEE FOR COMMUNITY ENGAGEMENT (CCE)**

CCE is scheduled to meet on October 2, 2019. President Broy noted that she will respond to the email received from CCE chairperson Kara Miller.

**CLAIM**

It was noted that the CLAIM committee has not met since the last Board meeting. It was reported that member Breymaier will not be able to attend the committee meetings between now and December, so President Broy will attend the meetings in his absence.

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

#### IGOV

It was reported that the October 26, 2019 meeting with the county assessor is on hold, due to scheduling conflicts. When the group meets, they are expected to hear about a more equitable way to assess property values.

#### PARENT TEACHER ORGANIZATION COUNCIL (PTOC)

It was reported that the group received a presentation on MTSS and it was well received.

The group had some questions about the difference between donations and sponsorships, noting that Mann School has an opportunity for a sponsorship. The group discussed the Board policy on the topic, and decided a further discussion was needed.

After school tutoring was also discussed, noting that Mann School has a robust program that is showing results.

The group discussed MAP scores and the lack of clarity on how they are shared with families. Concern was expressed about the lag time between the issuance of the scores and the parent's receiving them.

#### OAK PARK EDUCATION FOUNDATION (OPEF)

OPEF held a retreat last week with the focus on its strategic planning. They discussed planning, fund raising, program expansion, and marketing. It was reported that the group is considering a name change that would align them with the district's equity efforts. It was shared that the current board is a "working board" that wants to form committees and find volunteers, and the team is trying to meet the needs of these board members.

#### COMMUNITY COUNCIL

The Community Council met at the high school. It was noted that most of the committee members are River Forest residents. The group participated in a discussion about curriculum changes for freshmen, and racial equity in general. Concern was expressed about how the community is receiving information.

Dr. Kelley shared that the goal of District 97 is to prepare the students for their freshman year. Administration took that into consideration when identifying the targets that it is trying to achieve. She noted that some of the communities who are trying to eliminate disparities made changes to their curricula decades ago. She reported that some districts offer advanced placement (AP) classes to everyone. She suggested that if you raise the bar, every child can meet it.

#### POLICY COMMITTEE

The Board secretary offered to email historical data on the Facilities Usage Fees to member Kearney.

#### BOARD RETREAT DATES

Dr. Kelley recommended that the Board consider participating in all three professional development offerings that were recommended;

- Performance Fact (dinner meeting) to hear about the learning experiences that the staff are involved in related to the action plan.
- National Equity Program (half day) to support Board challenges related to support of the implementation of the equity policy.
- CROAR (full day) to participate with the Ad Leadership team.

GEAR was recommended by a Board member, suggesting that this group could tailor a program for the district.

It was suggested that November 9 be considered for one of these activities, since the full Board had indicated availability on that day.

It was agreed that this item will return to the Board for approval on October 15, 2019.

**CONCLUDING ITEMS**

CONCLUDING ITEMS

**BOARD REMARKS**

Member Spurlock attended the Hephzibah Annual Meeting on Friday September 20, 2019. Senator Don Harmon was the guest speaker and he gave a 40 minute "State of the State" address that included information on the financial situation of the state as well as recently passed legislation. The part that is relevant to schools is a discussion about the transfer of responsibility for pensions to the schools (from the state). He pointed out that it would not be retroactive, and that it would be a major burden on schools. It would require a roll out that allowed for districts to adjust. He did not say one way or another whether it was a serious consideration, but the fact that it is being discussed means it is not off the table.

Member Moore will be attending a restorative practices conference on October 4 through 6, 2019, and member Liebl will also be attending on October 5, 2019. This is a free conference that will address safe learning environments at school.

**AGENDA MAINTENANCE**

This item was tabled.

**ADJOURNMENT**

ADJOURNMENT

Moore moved, seconded by Breymaier to adjourn the meeting. There being no further business to conduct, President Broy declared the meeting adjourned at 10:50 p.m.

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

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

State of Illinois

Oak Park Public Schools 07

County of Cook

District #97

Oak Park, Illinois

To the Treasurer of Oak Park Elementary School District 97

Payroll Summaries for the Period Ending: SEPTEMBER 27, 2019

FUND 101 - \$2,557,615.15

FUND 102 - \$161,900.17

FUND 105 - \$50,538.40

FUND 108 - \$3,942.10

Pay to the Order of \_\_\_\_\_ \$ 2,773,995.82

The Sum of

TWO MILLION SEVEN HUNDRED SEVENTY THREE THOUSAND NINE HUNDRED NINETY FIVE AND 82/100 Dollars

For Purposes as Indicated  
By Order of the Board of Education

Present to the Treasurer of Oak Park D97

Oak Park School District 97  
260 Madison  
Oak Park, Illinois 60302

  
\_\_\_\_\_  
President

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

State of Illinois

Oak Park Public Schools 98

County of Cook

District #97

Oak Park, Illinois

To the Treasurer of Oak Park Elementary School District 97

Payroll Summaries for the Period Ending: SEPTEMBER 27, 2019

FUND 101 - \$1,667.79

Pay to the Order of \_\_\_\_\_ \$ 1,667.79

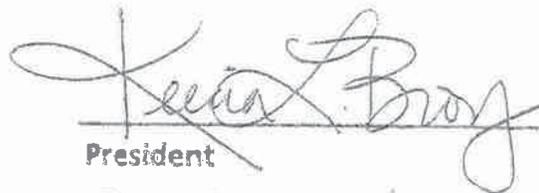
The Sum of

ONE THOUSAND SIX HUNDRED SIXTY SEVEN AND 79/100 Dollars

For Purposes as Indicated  
By Order of the Board of Education

Present to the Treasurer of Oak Park D97

Oak Park School District 97  
260 Madison  
Oak Park, Illinois 60302

  
\_\_\_\_\_  
President

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

State of Illinois

Oak Park Public Schools XA

County of Cook

District #97

Oak Park, Illinois

To the Treasurer of Oak Park Elementary School District 97

Payroll Summaries for the Period Ending: SEPTEMBER 27, 2019

FUND 101 - \$3,162.52

FUND 105 - \$749.70

FUND 111 - \$1,402.73

Pay to the Order of \_\_\_\_\_ \$ 5,314.95

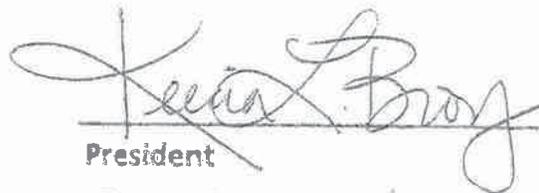
The Sum of

FIVE THOUSAND THREE HUNDRED FOURTEEN AND 95/100 Dollars

For Purposes as Indicated  
By Order of the Board of Education

Present to the Treasurer of Oak Park D97

Oak Park School District 97  
260 Madison  
Oak Park, Illinois 60302

  
\_\_\_\_\_  
President

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

## A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
A2	00855057	21,582.74	10/15/19	14580 A T & T	C
A2	00855058	775.81	10/15/19	10648 ACCURATE OFFICE SUPPLY	C
A2	00855059	50.00	10/15/19	10110 ADVANI SHILPA	C
A2	00855060	449.00	10/15/19	11421 AFFILIATED CUSTOMER SERVICE, INC.	C
A2	00855061	5,000.00	10/15/19	261158 ALMA ADVISORY GROUP, LLC	C
A2	00855062	1,414.55	10/15/19	12509 ALPHA CARD SYSTEMS	C
A2	00855063	80.00	10/15/19	14938 ANN & ROBERT H. LURIE CHILDREN'S HOSPITA	C
A2	00855064	598.00	10/15/19	15118 APPLE COMPUTER INC	C
A2	00855065	3,237.14	10/15/19	261645 ASSURED HEALTHCARE STAFFING	C
A2	00855066	300.00	10/15/19	260982 B & F CONSTRUCTION CODE SERVICES, INC.	C
A2	00855067	46.00	10/15/19	260949 BATTERIES PLUS, LLC	C
A2	00855068	2,817.20	10/15/19	41254 BLICK ART MATERIALS	C
A2	00855069	72,911.67	10/15/19	35094 BMO MASTERCARD MC CORP CLIENTS PAYMENT C	C
A2	00855070	2,786.42	10/15/19	21300 BOB'S DAIRY SERVICE	C
A2	00855071	112.70	10/15/19	26033 BR BLEACHERS	C
A2	00855072	3,799.50	10/15/19	26268 BREEZIN THRU, INC.	C
A2	00855073	1,491.00	10/15/19	261059 BUSINESSSSOLVER.COM, INC.	C
A2	00855074	600.00	10/15/19	261323 CARNEGIE LEARNING INC.	C
A2	00855075	69.90	10/15/19	30363 CAROLINA BIOLOGICAL SUPPLY CO	C
A2	00855076	6,339.07	10/15/19	30766 CDW CORPORATION	C
A2	00855077	2,025.00	10/15/19	261482 CHERYL HARDING	C
A2	00855078	175.00	10/15/19	260950 CHICAGO BEHAVIORAL HOSPITAL	C
A2	00855079	811.79	10/15/19	33459 COLMENERO ELVIRA	C
A2	00855080	17,555.55	10/15/19	33508 COMCAST BUSINESS	C
A2	00855081	322.50	10/15/19	260312 COMPASS HEALTH CENTER CHICAGO, LLC	C
A2	00855082	150.00	10/15/19	36345 CRISIS PREVENTION INSTITUTE	C
A2	00855083	77.00	10/15/19	36582 CROWLEY MARTY	C
A2	00855084	115.00	10/15/19	261024 MICHAEL CRUZ	C
A2	00855085	77.00	10/15/19	261647 DARR JAMES	C
A2	00855086	77.00	10/15/19	40398 DAVIS TONY	C
A2	00855087	77.00	10/15/19	260367 DAVIS TRAVON	C
A2	00855088	168.91	10/15/19	40901 DEMCO, INC.	C
A2	00855089	587.10	10/15/19	41256 DIDAX, INC.	C
A2	00855090	164.00	10/15/19	42317 DOCUMENT DESTRUCTION CO., INC.	C
A2	00855091	3,085.80	10/15/19	51070 EASTER SEALS METROPOLITAN CHICAGO, INC.	C
A2	00855092	1,050.00	10/15/19	52899 EISENHOWER COOPERATIVE	C
A2	00855093	942.80	10/15/19	53100 ELAN PUBLISHING COMPANY	C
A2	00855094	6,475.00	10/15/19	61815 FLORIDA ASSOCIATION OF IB WORLD SCHO	C
A2	00855095	486.73	10/15/19	62004 FOLLETT SCHOOL SOLUTIONS, INC.	C
A2	00855096	3,266.00	10/15/19	261047 TOP ECHELON CONTRACTING , LLC	C
A2	00855097	200.00	10/15/19	62854 FRANK LLOYD WRIGHT TRUST	C
A2	00855098	330.55	10/15/19	62976 FREDRIKSEN FIRE EQUIPMENT	C
A2	00855099	8,918.00	10/15/19	70500 GARAVENTA USA, INC.	C
A2	00855100	149.78	10/15/19	70648 GARVEY'S OFFICE SUPPLY	C
A2	00855101	6,154.50	10/15/19	261442 GEOCON PROFESSIONAL SERVICES, LLC	C
A2	00855102	6,309.00	10/15/19	71568 GIANT STEPS	C
A2	00855103	2,383.94	10/15/19	71981 GLENOAKS THERAPUTIC DAY SCHOOL	C
A2	00855104	154.00	10/15/19	72930 GRAGNANI LAURIE	C
A2	00855105	483.84	10/15/19	72900 GRAINGER	C
A2	00855106	115.84	10/15/19	81032 HAUSER CARMEN	C
A2	00855107	15.99	10/15/19	81887 HINCKLEY SPRINGS WATER CO	C
A2	00855108	3,113.53	10/15/19	82490 HOME DEPOT CREDIT SERVICES	C
A2	00855109	68,723.35	10/15/19	83100 HOUGHTON MIFFLIN CO	C
A2	00855110	2,368.00	10/15/19	93583 INTERSTATE ELECTRONICS COMPANY	C
A2	00855111	88.21	10/15/19	261499 INTL DISTRIBUTION NETWORK	C

## A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
A2	00855112	990.00	10/15/19	260645 ITOUCH BIOMETRICS	C
A2	00855113	7,860.00	10/15/19	261031 JACOB & HEFNER ASSOCIATES	C
A2	00855114	36,712.50	10/15/19	100453 JAMF SOFTWARE	C
A2	00855115	1,129.36	10/15/19	261637 JCFS CHICAGO	C
A2	00855116	7,575.30	10/15/19	101530 JOSEPH ACADEMY MELROSE PARK	C
A2	00855117	170.00	10/15/19	260705 KATHLEEN KELLY	C
A2	00855118	154.00	10/15/19	260317 KING RALPH	C
A2	00855119	39.00	10/15/19	111503 KLEMP FLORCZAK CASEY	C
A2	00855120	71.99	10/15/19	110417 KONTOS ELENA	C
A2	00855121	77.00	10/15/19	111874 SCOTT KOPACH	C
A2	00855122	32,040.00	10/15/19	261618 KQ COMMUNICATIONS	C
A2	00855123	225.00	10/15/19	261592 LAKE COUNTY EDUCATIONAL SERVICES	C
A2	00855124	1,397.18	10/15/19	112700 LAKESHORE CURRICULUM MATERIALS	C
A2	00855125	1,994.20	10/15/19	112750 LAKEVIEW BUS LINE	C
A2	00855126	159.99	10/15/19	261648 LATIMER AUTESHA	C
A2	00855127	2,517.90	10/15/19	120814 LAUREATE DAY SCHOOL	C
A2	00855128	1,000.00	10/15/19	261000 LEARNING TECHNIQUES, INC.	C
A2	00855129	77.00	10/15/19	131359 MARTIN JR. SHERMAN	C
A2	00855130	2,910.00	10/15/19	261078 MELISSA MASON	C
A2	00855131	119.00	10/15/19	131433 MATH OLYMPIADS	C
A2	00855132	2,231.84	10/15/19	131428 MAXIM STAFFING SOLUTIONS	C
A2	00855133	21.44	10/15/19	132213 MCDONALD TIM	C
A2	00855134	489.11	10/15/19	133646 MENARDS	C
A2	00855135	419.00	10/15/19	134488 METROPOLITAN INDUSTRIES, INC.	C
A2	00855136	2,320.30	10/15/19	134489 METROPOLITAN PREPATORY SCHOOLS	C
A2	00855137	802.00	10/15/19	134605 MICHAELS UNIFORM COMPANY	C
A2	00855138	1,874.35	10/15/19	261196 MIDWEST COMPUTER PRODUCTS, INC.	C
A2	00855139	190.00	10/15/19	261051 KARLA MUNOZ	C
A2	00855140	797.00	10/15/19	137205 MURNANE PAPER CO	C
A2	00855141	1,154.36	10/15/19	140200 NASCO	C
A2	00855142	2,000.00	10/15/19	141816 NEOFUNDS BY NEOPOST	C
A2	00855143	3,839.52	10/15/19	141819 NEOPOST LEASING	C
A2	00855144	139.73	10/15/19	260719 NEOPOST USA, INC.	C
A2	00855145	420.00	10/15/19	141890 NEW ROSE CATERING	C
A2	00855146	154.00	10/15/19	260656 NOLAN PAT	C
A2	00855147	5,246.00	10/15/19	261085 NOLAND SALES CORP.	C
A2	00855148	77.00	10/15/19	260657 NORMAN WALTER	C
A2	00855149	300.00	10/15/19	143167 NORTHWEST EVALUATION ASSOC.	C
A2	00855150	163.80	10/15/19	143586 NUTOYS LEISURE PRODUCTS	C
A2	00855151	150.00	10/15/19	150203 OAK PARK PIANO	C
A2	00855152	2,827.14	10/15/19	151693 OFFICE DEPOT 1105	C
A2	00855153	1,222.00	10/15/19	260981 OLSSON ROOFING CO., INC.	C
A2	00855154	2,000.00	10/15/19	160560 PASCARELLA MARIA	C
A2	00855155	2,500.00	10/15/19	161430 PEARSON	C
A2	00855156	5,746.00	10/15/19	261066 MISTI PEPLER	C
A2	00855157	39.00	10/15/19	163103 PIONEER PRESS	C
A2	00855158	77,152.52	10/15/19	261423 POWER MECHANICAL SERVICES, INC.	C
A2	00855159	612.50	10/15/19	164310 POWERS MAUREEN	C
A2	00855160	14,469.97	10/15/19	260354 POWERSCHOOL GROUP, LLC	C
A2	00855161	773.35	10/15/19	164561 PRECISION CONTROL SYSTEMS INC.	C
A2	00855162	39.97	10/15/19	260808 PRYOR AYHESHIA	C
A2	00855163	4,917.19	10/15/19	170000 QUILL CORP	C
A2	00855164	7,717.50	10/15/19	261245 R.E. WALSH & ASSOCIATES, INC.	C
A2	00855165	14,469.91	10/15/19	73790 RELIANCE STANDARD LIFE INSURANCE CO.	C
A2	00855166	787.50	10/15/19	260416 RIFTON EQUIPMENT	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
A2	00855167	35.00	10/15/19	83143 ROSENBLUM GABRIELLE	C
A2	00855168	258.66	10/15/19	35455 ROYAL PIPE & SUPPLY COMPANY	C
A2	00855169	77.00	10/15/19	260985 VALERIE RUSSELL	C
A2	00855170	600.00	10/15/19	261450 SAFETY FIRST TRAINING SYSTEMS, INC	C
A2	00855171	976.01	10/15/19	192029 SCHOLASTIC LIBRARY PUBLISHING	C
A2	00855172	207.63	10/15/19	192150 SCHOOL HEALTH SUPPLY CO	C
A2	00855173	100.00	10/15/19	198495 SCHURE ALLEN	C
A2	00855174	11,000.00	10/15/19	261630 SECURLY, INC	C
A2	00855175	24.07	10/15/19	232788 SHERWIN-WILLIAMS COMPANY	C
A2	00855176	983.00	10/15/19	194692 SIGN EXPRESS	C
A2	00855177	221.70	10/15/19	261635 SIGNATURE IMPRINTS, LLC	C
A2	00855178	44.00	10/15/19	195728 SMITH ELYSE	C
A2	00855179	7,313.69	10/15/19	196100 SOUTH SIDE CONTROL SUPPLY CO.	C
A2	00855180	1,440.00	10/15/19	196298 SPANISH HORIZONS, INC.	C
A2	00855181	11,123.33	10/15/19	198283 STEPS TO LITERACY	C
A2	00855182	38,317.02	10/15/19	198466 STR PARTNERS, INC.	C
A2	00855183	253.35	10/15/19	199549 SUPER DUPER PUBLICATIONS	C
A2	00855184	278.00	10/15/19	200200 TAYLOE GLASS COMPANY	C
A2	00855185	5,418.50	10/15/19	260861 TEACHING STRATEGIES, LLC	C
A2	00855186	126.72	10/15/19	201053 TEMPERATURE EQUIPMENT CORP.	C
A2	00855187	904.27	10/15/19	201230 THE BOOK TABLE	C
A2	00855188	281.20	10/15/19	40620 THOMSON REUTERS	C
A2	00855189	12.95	10/15/19	261650 THURMAN DOROTHY	C
A2	00855190	1,528.50	10/15/19	42450 THYSSENKRUPP ELEVATOR CORP.	C
A2	00855191	1,113.75	10/15/19	201366 TIME FOR KIDS	C
A2	00855192	8.00	10/15/19	261649 TOPPS LORRAINE	C
A2	00855193	574.06	10/15/19	202003 TRANE	C
A2	00855194	199.00	10/15/19	260763 TYSSE KATE	C
A2	00855195	265.39	10/15/19	210005 ULINE SHIPPING SUPPLIES	C
A2	00855196	6,433.80	10/15/19	210465 UNITED RADIO COMMUNICATIONS	C
A2	00855197	4,600.00	10/15/19	211506 UNIVERSITY OF OREGON EDUCATIONAL & COMMU	C
A2	00855198	853.39	10/15/19	220213 VERIZON WIRELESS	C
A2	00855199	3,277.51	10/15/19	221194 VILLAGE OF OAK PARK	C
A2	00855200	4,537.00	10/15/19	221200 VILLAGE OF OAK PARK	C
A2	00855201	154.00	10/15/19	261033 NICK VISNARDIS	C
A2	00855202	12,394.96	10/15/19	260785 WAREHOUSE DIRECT	C
A2	00855203	1,920.00	10/15/19	261599 WILLIAMSON KISHA	C
A2	00855204	24,668.70	10/15/19	232776 WILSON LANGUAGE TRAINING CORP.	C
A2	00855205	2,000.00	10/15/19	261642 WINFIELD PORSCHE	C

Total Bank No A2

661,465.99

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type	
					<b>Total Manual Checks</b>	.00
					<b>Total Computer Checks</b>	661,465.99
					<b>Total ACH Checks</b>	.00
					<b>Total Other Checks</b>	.00
					<b>Total Electronic Checks</b>	.00
					<b>Total Computer Voids</b>	.00
					<b>Total Manual Voids</b>	.00
					<b>Total ACH Voids</b>	.00
					<b>Total Other Voids</b>	.00
					<b>Total Electronic Voids</b>	.00
					<b>Grand Total</b>	661,465.99
					<b>Number of Checks</b>	149

Batch Yr	Batch No	Amount
20	000217	368,473.90
20	000230	142,573.69
20	000232	27,527.31
20	000233	122,891.09

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
SA	00107523	14,318.00	10/15/19	35094 BMO MASTERCARD MC CORP CLIENTS PAYMENT C	C
SA	00107524	1,105.00	10/15/19	26268 BREEZIN THRU, INC.	C
SA	00107525	312.00	10/15/19	26371 BROOKFIELD ZOO	C
SA	00107526	1,000.00	10/15/19	27111 CAMERON BURGESS	C
SA	00107527	760.00	10/15/19	260729 CHICAGO CHILDRENS THEATRE	C
SA	00107528	800.00	10/15/19	261222 CHMIELEWSKI AMY	C
SA	00107529	636.00	10/15/19	32491 CLASSIC CINEMAS LAKE THEATER	C
SA	00107530	1,130.00	10/15/19	42327 DOMINOS	C
SA	00107531	1,080.00	10/15/19	62237 FOREST PRESERVE DIST OF DUPAGE COUNTY	C
SA	00107532	587.00	10/15/19	261358 GOEBBERT'S FARM	C
SA	00107533	487.00	10/15/19	162070 JW PEPPER MUSIC	C
SA	00107534	22,500.00	10/15/19	163913 JUNIOR THEATER GROUP	C
SA	00107535	2,000.00	10/15/19	110544 KEYS2BROADWAY EDUC. THEATER CO., LLC	C
SA	00107536	280.00	10/15/19	112750 LAKEVIEW BUS LINE	C
SA	00107537	1,778.50	10/15/19	260857 MARY KATHERINE MILAZZO	C
SA	00107538	1,488.00	10/15/19	136274 MORTON ARBORETUM	C
SA	00107539	346.78	10/15/19	201230 THE BOOK TABLE	C
SA	00107540	152.52	10/15/19	210005 ULINE SHIPPING SUPPLIES	C
SA	00107541	400.00	10/15/19	261545 WHALEN MACKAY	C

Total Bank No SA 51,160.80

Total Manual Checks	.00
Total Computer Checks	51,160.80
Total ACH Checks	.00
Total Other Checks	.00
Total Electronic Checks	.00
Total Computer Voids	.00
Total Manual Voids	.00
Total ACH Voids	.00
Total Other Voids	.00
Total Electronic Voids	.00

Grand Total 51,160.80

Number of Checks 19

Batch Yr	Batch No	Amount
20	000235	50,030.80
20	000236	1,130.00

## Personnel Action Report October 15, 2019

### Resignation - Certified

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Date</b>
Lauren Thorn	Special Education Co-Teaching	Whittier	9/26/2019
Alexandra McCorry	Special Education Resource	Longfellow	10/8/2019

### New Hire - Certified

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Date</b>
Julian Holich	Special Education Co-Teaching	Whittier	10/23/2019

### New Hire - Non-Certified

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Date</b>
Lakesha Locke	Teacher Assistant	Whittier	10/21/2019
Erin Duncan	Teacher Assistant	Beye	10/9/2019
Rochelle LeBreck	Communications Coordinator	Central Office	10/15/2019
Bernard Murray	Teacher Assistant	Julian	10/2/2019
Jennifer Ryniewicz	Teacher Assistant	Irving	9/30/2019

MOTION: That the Board of Education approves the Personnel Action Report as presented.

**FOR ACTION:**

**AGENDA ITEM: 3.2.3.**

**October 15, 2019**

**SUBJECT: POLICY ADOPTION**

**MOTION:** That the Board of Education, District 97, adopt the changes to the following policies as presented and/or revised on September 24, 2019.



# Oak Park Elementary School District 97

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**TO: Members, Board of Education  
Dr. Carol Kelley, Superintendent**

**FROM: District 97 Policy Committee**

**RE: Policy Review and Discussion**

**DATE: September 24, 2019**

The district's policy review team (Katherine Murray-Liebl, Gavin Kearney, Dr. Kelley and Sheryl Marinier) met on September 13, 2019 and reviewed the policy changes provided by the Policy Reference Education Subscription Service (PRESS) in its June 2019 Update Memo.

Below and attached are the recommended or required policy revisions that are being shared with the board tonight for a first reading. These policies will return to the board for approval on October 15, 2019.

## **PRESS Revisions - Approval as written**

The changes to policies 2:110, 2:140-E, 5:180, 6:40, and 6:340 are all minor changes as detailed below. The committee recommends approving these policies as written.

- **Policy 2:110 (Qualifications, Term and Duties of Board Officers)** – the changes to the policy and cross reference are based on continuous improvements and a change in the law from 2014 that reassigned the duties of the local election official.
- **Policy 2:140-E (Guidance for Board Member Communications, Including Email Use)** – Changes are based on minor improvements that were identified via a five-year review.
- **Policy 5:180 (Temporary Illness or Temporary Incapacity)** – Changes to the policy, legal references and cross references are based on minor improvements that were identified via a five-year review. The main revision is in the last paragraph of the policy where it now states that an examination of an employee can be performed by a licensed advanced practice registered nurse or a licensed physician assistant.
- **Policy 6:40 (Curriculum Development)** – Changes to the legal references and cross references are based on minor improvements that were identified via a five-year review.
- **Policy 6:340 (Student Testing and Assessment Program)** – Changes to this policy are based on IASB's transition from PARCC to the Illinois Assessment of Readiness. Changes to the legal references are based on minor corrections.

## **PRESS Revisions - Policies needing discussion**

The Policy Committee discussed policies 2:140 and 2:230 in detail, and a few questions were raised. The committee recommends approving these policies after a brief discussion by the board.

- **Policy 2:140 (Communications To and From the Board)** – Changes to this policy and legal references based on changes to the law, more specifically the Oath of Office, members feedback and best practices

that align with IASB's Foundational Principles of Effective Governance. Most of the proposed changes align with current board practices. However, there are a couple of things the board will need to consider;

- Since everything sent to the [d97board@op97.org](mailto:d97board@op97.org) email address already goes to all board members, does the board still feel it needs a report at every regular meeting that summarizes all of the questions or communications to that address?
- In the past, we shared a summary of all FOIA request we received and the status of our responses via information only reports in the board packet. Then, we shifted to including the summaries in the superintendent's weekly reports to the board. Since the law states that the information needs to be shared with the board during its regular meetings, does the board want to return to the use of the information only reports or does it want a report that it reviews/discusses publically?
- **Policy 2:230 (Public Participation at School Board Meetings and Petitions to the Board)** – Changes to the policy and legal references are based on minor improvements that were identified via a five-year review, as well as decision by the Public Access Counselor in which it “ordered a board to refrain from applying unestablished and unrecorded rules to restrict public comment at future meetings;
  - Does the board want to establish a minimum overall public participation time in general and/or per subject?
  - Does the board want to keep or adjust its current time of three minutes per person?

#### **PRESS Revisions - No action required**

Since the changes to policies 2:240, 3:10, 3:60, 4:90, 5:35, 5:40, 5:130, 5:310, 6:110, and 7:170 are limited to the footnotes, no action is required by the board.

- Policy 2:240 (Board Policy Development)
- Policy 3:10 (Goals and Objectives)
- Policy 3:60 (Administrative Responsibility of the Building Principal)
- Policy 4:90 (Activity Funds)
- Policy 5:35 (General Personnel Compliance with the Fair Labor Standards Act)
- Policy 5:40 (Communicable and Chronic Infectious Diseases)
- Policy 5:130 (Responsibilities Concerning Internal Information)
- Policy 5:310 (Compensatory Time-Off)
- Policy 6:110 (Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentive Programs)
- Policy 7:170 (Vandalism)

#### **PRESS Revisions that do not apply to District 97**

Since the district does not use the PRESS version of 4:20 (Fund Balances), no action will need to be taken by the board.

- Policy 4:20 (Fund Balances) – The proposed changes do not apply to us because we developed a district-specific policy (4:12 – Finance Goals and Objectives) instead of using the one created and maintained by PRESS. In our version of the policy, we state that we will target an overall fund balance between 25% and 50% of operating cash flows.

**Policies requiring changes due to personnel turnover**

The following policies were brought to the committee's attention due to the change in administrative personnel. Each of these policies are required to identify and supply contact information for the Nondiscrimination Coordinator and the Complaint Managers. These policies have been changed to identify Gina Herrmann as the Nondiscrimination Coordinator and Felicia Starks Turner and Michael Arensdorff as the Complaint Managers. These changes are required by law, but do not require board action.

**Policy Committee Update**

The committee is in the process of performing a three-year review of the policy manual as defined in the Revising Calendar for Policy Review and Monitoring. This calendar recommends the review of sections 1, 2, between the months of July through November of the first year of the review cycle. The committee has completed this task and will continue the process by reviewing sections 3 and 8 between November and March, and section 4 between March and June. Recommended revisions and an update on the committee's progress will be included in future committee reports.

## School Board

### Qualifications, Term, and Duties of Board Officers <sup>1</sup>

The School Board officers are: President, Vice President, Secretary, and Treasurer.<sup>2</sup> These officers are elected or appointed by the Board at its organizational meeting.

#### President <sup>3</sup>

The Board elects a President from its members for a ~~2~~two-year term. The duties of the President are to:

1. ~~Focus the Board meeting agendas on appropriate content and p~~Preside at all meetings;
2. ~~Focus the Board meeting agendas on appropriate content;~~
- 2.3. Make all Board committee appointments, unless specifically stated otherwise; <sup>4</sup>
- 3.4. Attend and observe any Board committee meeting at his or her discretion; <sup>5</sup>
- 4.5. Represent the Board on other boards or agencies;
- 5.6. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
- 6.7. Call special meetings of the Board;
- 7.8. Serve as the head of the public body for purposes of the Open Meetings Act and Freedom of Information Act; <sup>6</sup>
- 8.9. Ensure that a quorum of the Board is physically present at all Board meetings; <sup>7</sup>
- 9.10. Administer the oath of office to new Board members; and <sup>8</sup>

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>1</sup> State law controls this policy's content. Selection of officers must be in open session. (5 ILCS 120/2). Board officer vacancies are discussed in *Answers to FAQs: Vacancies on the Board of Education*, Ill. Council of School Attorneys, [www.iasb.com/law/vacancies.cfm](http://www.iasb.com/law/vacancies.cfm).

<sup>2</sup> Districts governed by a board of directors have ~~3~~three officers: a president, clerk, and treasurer. The president and clerk must be board members (105 ILCS 5/10-5).

<sup>3</sup> 105 ILCS 5/10-13. The board by resolution may decrease to one year the term of office for the president.

Of the listed duties, only the following are imposed by law: #1, preside at meetings (Id.); #~~5~~6, sign minutes (105 ILCS 5/10-7) and sign certificate of tax levy (105 ILCS 5/17-11); #~~6~~7, call special meetings (105 ILCS 5/10-16); and #~~7~~8, serve as head of the public body for the Open Meetings Act (OMA) and the Freedom of Information Act (FOIA) purposes (5 ILCS 140/2(e), 140/7(f), and 140/9.5).

<sup>4</sup> Alternatively, strike the "unless" clause and substitute: "subject to Board approval." Be sure this treatment is consistent with policy 2:150, *Committees*.

<sup>5</sup> Optional. A board that wants the president to participate in committee meetings may use the following alternative: "Be a member of all Board committees." Using this alternative, the president would be counted to determine the number of members that constitutes a quorum for each board committee meeting. If a board would like the superintendent to attend any or all meetings of a board committee, it should consider asking the superintendent to be a committee resource person (or other such title) rather than an ex-officio member of the board committee itself. That way, the superintendent will not count to determine the number of committee members that constitutes a quorum.

<sup>6</sup> The head of the public body or its attorney may request an advisory opinion from the Ill. Attorney General Public Access Counselor (PAC) concerning compliance with the Open Meetings Act (OMA) or the Freedom of Information Act (FOIA). (5 ILCS 120/3.5(h) and 5 ILCS 140/9.5(h)). ~~The Freedom of Information Act (FOIA)~~ defines head of the public body to mean president or "such person's duly authorized designee." (5 ILCS 140/2(e)). Preliminary drafts, recommendations, and other records in which opinions are expressed, or policies are formulated, lose this exemption from disclosure if a relevant portion of a requested record is publicly cited and identified by the head of the public body. (5 ILCS 140/7(f)).

<sup>7</sup> Optional. Requiring the president to monitor the presence of a quorum assists compliance with the Open Meetings Act's mandate that a quorum be physically present at all board meetings. (5 ILCS 120/7).

<sup>8</sup> Optional. Omit this duty if policy 2:80, *Board Member Oath and Conduct* provides that the board member oath is given by other means.

~~10.11.~~ 11. Serve as the Board's official spokesperson to the media.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency. <sup>9</sup>

#### Vice President <sup>10</sup>

The Board elects a Vice President from its members for a ~~2~~<sup>two</sup>-year term. The Vice President performs the duties of the President if:

1. The office of President is vacant;
2. The President is absent; or
3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

#### Secretary <sup>11</sup>

The Board elects a Secretary for a ~~2~~<sup>two</sup>-year term. The ~~S~~secretary may be, but is not required to be, a Board member. The Secretary may receive reasonable compensation as determined by the Board before appointment. However, if the ~~S~~secretary is a Board member, the compensation shall not exceed \$500 per year, as fixed by the Board at least 180 days before the beginning of the term. <sup>12</sup> The duties of the Secretary are to:

1. Keep minutes for all Board meetings, and keep the verbatim record for all closed Board meetings;
2. Mail meeting notification and agenda to news media who have officially requested copies;
3. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
4. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the Regional Superintendent;
5. Act as the local election official authority for the District;
6. Arrange public inspection of the budget before adoption;
7. Publish required notices;
8. Sign official District documents requiring the Secretary's signature; and
9. Maintain Board policy and such other official documents as directed by the Board.

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>9</sup> 105 ILCS 5/10-13.1 states that the "vice-president shall perform the duties of the president if there is a vacancy in the office of president or in case of the president's absence or inability to act ... ." However, an earlier enacted statute calls for the appointment of a *president pro tempore* if the president is absent from any meeting or refuses to perform his or her duties, and specifies that the "vice-president, if the board elects such officer, shall be appointed the president pro tempore.;" (105 ILCS 5/10-13). This policy resolves any confusion by implementing the latter enacted statute and stating that the vice president fills a vacancy in the presidency.

<sup>10</sup> 105 ILCS 5/10-13.1. The board by resolution may decrease to one year the term of office for the vice president.

<sup>11</sup> 105 ILCS 5/10-14. The board by resolution may decrease to one year the term of office for the secretary. In districts governed by a board of directors, a clerk who is a board member performs these duties. (105 ILCS 5/10-5). The policy's provisions regarding compensation are required by 105 ILCS 5/10-14 (governs secretaries who are board members and non-board members) and by 50 ILCS 145/2 (governs secretaries who are board members).

Of the listed duties, only the following are imposed by law: #1, board meeting minutes (105 ILCS 5/10-7; see policy 2:220, *School Board Meeting Procedure*, for the requirements for minutes); #3, records board's official acts and submits them to the treasurer (105 ILCS 5/10-7); #4, treasurer's report (105 ILCS 5/10-8); #5, local election official authority (see fn's 2 and 7 of policy 2:30, School District Elections); #6, public inspection of the budget (105 ILCS 5/17-1).

**Use this alternative for districts in suburban Cook County:** replace "Regional Superintendent" in item #4 with "appropriate Intermediate Service Center." ~~P.A. 96-893 abolished the Regional Office of Education for Suburban Cook County and transferred its duties and powers to Intermediate Service Centers.~~

<sup>12</sup> 105 ILCS 5/10-14 and 50 ILCS 145/2.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

### Recording Secretary 13

The Board may appoint a Recording Secretary who is a staff member. The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means. [14](#)

### Treasurer 15

The Treasurer of the Board shall be either a member of the Board who serves a ~~one~~-year term or a non-Board member who serves at the Board's pleasure. ~~16~~ A Treasurer who is a Board member may not be compensated. ~~17~~ A Treasurer who is not a Board member may be compensated provided it is established before the appointment. ~~18~~ The Treasurer must: [19](#)

1. Be at least 21 years old;
2. Not be a member of the County Board of School Trustees; and
3. Have a financial background or related experience, or 12 credit hours of college-level accounting.

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

[13](#) This section is optional.

[14](#) To allow attendance by video or audio means, a board must adopt policy language conforming to the restrictions in OMA 5 ILCS 120/2.01 and 120/7. See subhead Quorum and Participation by Audio or Video Means in policy 2:220, School Board Meeting Procedure.

[15](#) This section is for: (1) districts in a Class I, or (2) a Class II county (Cook Co.) district that has withdrawn from the authority of the township treasurer or is located in a township in which the office of township treasurer was abolished. 105 ILCS 5/5-1 defines Class I county school units as districts in counties with less than 2,000,000 inhabitants. Those districts in Cook County (Class II county) under the authority of the trustees of schools of the township and the township treasurers should use this alternative: "Qualifications, appointment, and duties of the Treasurer for the School District shall be as provided in the School Code." See 105 ILCS 5/8-1(a) for how the township treasurer is appointed and the term of office; duties are found in 105 ILCS 5/8-2, 5/8-6, 5/8-16, and 5/8-17.

[16](#) 105 ILCS 5/8-1(b). The treasurer's term of office is ~~2~~-two years if the district is located in a Class II county (Cook Co.) that was under the jurisdiction and authority of the township treasurer and township trustees of schools at the time those offices were abolished. ~~(105 ILCS 5/8-1(c)).~~ Those boards should use the following alternative:

The Treasurer of the Board shall serve a ~~2~~-two-year term beginning and ending on the first day of July.

[17](#) 105 ILCS 5/8-1(b) and (c).

[18](#) 105 ILCS 5/8-3.

[19](#) Qualification #1 is required for treasurers in a Class I county or Class II county (Cook Co.) that withdrew from the authority of the township treasurer and township trustees of schools. ~~(105 ILCS 5/8-1(b)).~~ This sample policy makes it applicable to Class II county (Cook Co.) districts that were under the authority of the township treasurer and township trustees of schools at the time those offices were abolished.

Qualification #2 is required for treasurers in a Class I county or Class II county (Cook Co.) that withdrew from the authority of the township treasurer and township trustees of schools. ~~(105 ILCS 5/8-1(b)).~~ Districts in a Class II county (Cook Co.) that were under the authority of the township treasurer and township trustees of schools at the time those offices were abolished should replace this qualification as follows: "2. Not be the District Superintendent." ~~See-105 ILCS 5/8-1(c).~~

Qualification #3 is required for treasurers in a Class I county. ~~(105 ILCS 5/8-1(d)).~~ This qualification should be replaced by the following for districts in a Class II county (Cook Co.): "Upon being appointed for his or her first term, be a certified public accountant or a certified chief school business official as defined in the School Code; experience as a township treasurer in a Class II county school before July 1, 1989 is deemed equivalent." ~~See-105 ILCS 5/8-1(e).~~

The Treasurer shall: 20

1. Furnish a bond, which shall be approved by a majority of the full Board;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board; and
5. Receive, hold, and expend District funds only upon the order of the Board.

A vacancy in the Treasurer's office is filled by Board appointment.

LEGAL REF.: 5 ILCS 120/7 and 420/4A-106.  
105 ILCS 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8,  
5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, and 5/17-1.

CROSS REF.: 2:80 (Board Member Oath and Conduct), [2:150 \(Committees\)](#), 2:210  
(Organizational School Board Meeting), [2:220 \(School Board Meeting Procedure\)](#)

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.  
20 105 ILCS 5/8-2, 5/8-6, and 5/8-16.

## School Board

### Communications To and From the Board 1

The School Board welcomes communications from staff members, parents/[guardians](#), students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) ~~that is posted on the District's website.~~ <sup>2</sup> ~~In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business with a majority of a Board quorum.~~ <sup>3</sup>

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>1</sup> State law controls portions of this policy but does not require a policy on any topic covered.

An alternative to the opening sentence follows: "The School Board welcomes communications from the school community."

<sup>2</sup> School districts that maintain an Internet website, other than a social media or social networking website, must post a "mechanism, such as a uniform single email address, for members of the public to electronically communicate with elected officials," (50 ILCS 205/20, added by P.A. 98-930, eff. 1-1-2015). ~~This must be done within 90 days of 1-1-2015.~~ The sample policy's default language may be used even when the district provides each board member with an individual e-mail address. The language permits every board member to read all emails sent to the [electronic linkboard or its members](#). This aligns with IASB's *Foundational Principles of Effective* ~~promotes good~~ *Governance* because all members ~~receive~~ <sup>are provided</sup> the same information and communications as illustrated below:

- When the district provides individual email addresses to board members, it can post a hyperlink on the district home page to an email address that will forward the communication to all ~~seven~~ <sup>7</sup> board members' email addresses simultaneously.
- When the district does **not** provide individual email addresses to board members, it can post a hyperlink on the district's home page to one email address that every board member may access.

Other ways to comply should ~~ensure that be avoided unless they allow~~ all board members ~~to have equal access to~~ communications. For example, posting a hyperlink on the district home page to a list of individual board member email addresses ~~would~~ <sup>not</sup> ensure that all board members have equal access to ~~emails~~ <sup>questions or communications for the board's consideration</sup>.

Whenever a district provides email addresses to individual board members, all emails sent to individual email addresses are subject to disclosure under the Freedom of Information Act (FOIA). *City of Champaign v. Madigan*, 992 N.E.2d 629 (Ill.App.4th, 2013). ~~Public bodies must also conduct a reasonable search for public records responsive to a FOIA request, which includes searching public employees' communications on personal devices or accounts for records pertaining to the transaction of public business. See PAO 16-6. Consult the board attorney when searching board members' personal email addresses and/or devices may be necessary to respond to a FOIA request.~~

If the district does not maintain an Internet website, delete all text in the first paragraph after the word *Superintendent* and delete the entire second ~~and third~~ paragraphs, i.e.:

~~or may use the electronic link to the Board's email address(es) posted on the District's website. In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business with a majority of a Board quorum.~~

The Superintendent or designee shall:

1. ~~Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and~~
2. ~~Provide the Board, such as in the Board meeting packet, with all emails that are received and any feedback regarding them. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response in the Board meeting packet.~~

~~In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business with a majority of a Board quorum.~~

The Superintendent or designee shall: 4

1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and
2. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response~~Provide the Board, such as in the Board meeting packet, with all emails that are received and any feedback regarding them.~~

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

#### Board Member Use of Electronic Communications 5

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking.—<sup>6</sup> Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: 7

~~The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.~~

<sup>4</sup> Directive #1 to the superintendent restates the statutory requirement to post a hyperlink to the email address on the district's home page. 50 ILCS 205/20. Directive #2 is optional; ~~and~~<sup>it</sup> adds a step to increase efficient responses to communications concerning the operation or management of the district or a school. Adding this text allows a board to (1) monitor its compliance with 50 ILCS 205/20, (2) ensure that all board members stay informed of all questions and communications to the board, (3) align with IASB's Foundational Principles of Effective Governance, and (4) mirror a School Code requirement (105 ILCS 5/10-16) for the superintendent to report any FOIA requests during the board's regular meetings along with the status of the district's response.

Before adoption of this text, each board may want to have a conversation with the superintendent about the difference between "staff work questions or communications" that do not need to be submitted to the board and "questions or communications submitted for the school board's consideration" that do need to be submitted to the board.

For districts that maintain an Internet website but do not wish to adopt Directive #2, delete Directive #2 and amend the policy as follows:

The Superintendent or designee shall:

~~1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and~~

A public body is not required to reply to communications. Likewise, the ~~FOIA Freedom of Information Act~~ does not require questions to be answered. Chicago Tribune Co. v. Dept. of Financial & Professional Reg., 8 N.E.3d 11 (Ill.App. 4th<sup>th</sup>, 2014). For more information about districts governed by a board of school directors, see ¶/n 6 of policy 2:220, School Board Meeting Procedure.

<sup>5</sup> With some exceptions, ~~the Open Meetings Act~~ requires that a board conduct its deliberations and business during meetings that the public may attend. A meeting means "any gathering, whether in person or by video or audio conference, telephone call, electronic means (such as, without limitation, electronic mail, electronic chat, and instant messaging), or other means of contemporaneous interactive communication, of a majority of a quorum of the members of a public body held for the purpose of discussing public business." 5 ILCS 120/1.02. Thus, any *electronic communication* discussing district business that circulates among a majority of a quorum of the board may qualify as a meeting for purposes of the ~~Open Meetings Act~~ and may be illegal. A violation of ~~the Open Meetings Act~~ is a Class C misdemeanor, (<sup>5</sup> ILCS 120/4).

The Local Records Act, (<sup>50</sup> ILCS 205/), governs retention of district records; its definition of *public record* is more narrow than the definition in ~~the FOIA Freedom of Information Act~~. These communications must be retained only when they contain: (1) evidence of the district's organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. While this is a slippery slope without definitive parameters, electronic communication among board members that are permissible under this policy may generally be deleted; consult the board attorney for a more thorough analysis and a legal opinion.

<sup>6</sup> The examples of *electronic communications* are optional and may be amended.

<sup>7</sup> Complying with these restrictions will help avoid an ~~Open Meetings Act~~ violation.

(1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum. §

LEGAL REF.: 5 ILCS 120/, [Open Meetings Act](#).  
50 ILCS 205/20, [Local Records Act](#).

CROSS REF.: 2:220 (School Board Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public Suggestions and Concerns)

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

§ The oath of office in 105 ILCS 5/10-16.5, [amended by P.A. 100-1055](#), requires board members to swear or affirm that they “shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting.” Deliberations of the board must be conducted openly; a meeting occurs whenever a majority of a quorum discusses public business; meetings must occur at a properly noticed board meeting that is open to the public. 5 ILCS 120/1, 1.02, and 2. For additional information, see [f/ns below](#) and 2:140-E, *Guidance for Board Member Communications, Including Email Use*.

## School Board

### Exhibit - Guidance for Board Member Communications, Including Email Use <sup>1</sup>

The Open Meetings Act (OMA) requires the School Board to discuss District business only at a properly noticed Board meeting. 5 ILCS 120/. Other than during a Board meeting, a majority or more of a Board-quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This *Guidance* assumes a Board has seven members and covers issues arising from Board policy 2:140, *Communications To and From the Board*.

#### Communications Between or Among Board Members and/or the Superintendent Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a *do not reply/forward* alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."**
2. Board members are permitted to discuss any matter except District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.
5. A Board member should include a *do not reply/forward* alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: **"BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual."**
6. Board members should not forward email received from another Board member.

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<sup>1</sup> This exhibit is not legal advice. Use it after a discussion with the board attorney. To prevent over-loading the District's servers with email messages, the District can annually seek authority from the Local Records Commission to dispose of "all District-wide electronic correspondence" for a year at a time. These types of records are generally not needed in the transaction of current District business and they generally do not have sufficient administrative, legal, or fiscal value to warrant preservation. The board attorney should also be consulted on all legal issues involving the Open Meetings Act (OMA) and record retention.

When Must the Electronic Communications Sent or Received by Individual Board Members Be Disclosed Pursuant to a Freedom of Information Act (FOIA) Request?

An electronic communication must be disclosed if it is a *public record* as defined by FOIA, unless a specific exemption applies. A public record is any recorded information “pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body.” 5 ILCS 140/2. Email sent or received by an individual Board member may be, depending on the content and circumstances, subject to disclosure as a *public record* (unless a FOIA exemption is applicable).

If a Board member uses a District-provided device or email address to discuss public business, the email is subject to disclosure under FOIA, barring an applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

**First**, the communication pertains to the transaction of public business, and

**Second**, the communication was: (1) prepared by a public body, (2) prepared for a public body, (3) used by a public body, (4) received by a public body, (5) possessed by a public body, and/or (6) controlled by a public body.

This test is from the appellate court decision in City of Champaign v. Madigan, 992 N.E.2d 629 (Ill.App.4th 2013).

The following *examples* describe FOIA’s treatment of electronic communications:

1. If an electronic communication does not pertain to public business, it is not a public record and is not subject to a FOIA request.
2. An electronic communication pertaining to public business that is:
  - a. Sent and/or received by an individual Board member using a personal electronic device and personal email address while he or she is at home or work **would not be a public record**. Individual Board members, alone, cannot conduct school District business. As stated earlier, emails among a majority or more of a Board-quorum violate OMA and, thus, are subject to disclosure during proceedings to enforce OMA.
  - b. Sent and/or received by an individual Board member on a District-issued device or District-issued email address **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
  - c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
  - d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough members to constitute a majority or more of a Board-quorum **will be a public record** and subject to FOIA. The electronic communication is in the District’s possession.
  - e. Either sent to or from a Board member’s personal electronic device during a Board meeting **will be a public record** and subject to FOIA. The electronic communication is in the District’s possession because Board members were functioning collectively as a public body.

The District’s Freedom of Information Officer and/or Board Attorney will help determine when a specific communication must be disclosed pursuant to a FOIA request.

### When Must Electronic Communications Be Retained?

Email that qualifies under FOIA as a *public record* will need to be stored pursuant to the Local Records Act (LRA), only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation. 50 ILCS 205/. An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email to the appropriate District office where it will be stored. If made available, Board members should use their email accounts provided by the District, and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved **retention schedule**. Of course, email pertaining to public business that is sent or received by a Board Member using a District-issued device or email address will be subject to FOIA, even if the email does not need to be retained under the LRA.

**Important:** Do not destroy any email concerning a topic that is being litigated without obtaining the Board attorney's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding not to destroy any electronic records that might be relevant. This is referred to as a *litigation hold*. For more discussion of a litigation hold, see 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. 50 ILCS 205/4.

## School Board

### Board Policy Development 1

The School Board governs using written policies.—Written policies ensure legal compliance, establish Board processes, articulate District ends, delegate authority, and define operating limits.—Board policies also provide the basis for monitoring progress toward District ends. 2

#### Policy Development

Anyone may propose new policies, changes to existing policies, or deletion of existing policies. Staff suggestions should be processed through the Superintendent.—Suggestions from all others should be made to the Board President or the Superintendent.

A Board Policy Committee will consider all policy suggestions and provide information and recommendations to the Board. 3

The Superintendent is responsible for:—(1) providing relevant policy information and data to the Board, (2) notifying those who will implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation.—The Superintendent shall seek the counsel of the Board Attorney when appropriate.

#### Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when:—(1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant.—4 Further Board consideration will be given at a subsequent meeting(s) and after opportunity for community input.—The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

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1 State law requires this subject matter be covered by policy. See (105 ILCS 5/10-20.5 and 5/10-16.7).

105 ILCS 5/10-16.7 requires the board to make all employment decisions pertaining to the superintendent as well as “to direct, through policy, the superintendent in his or her charge of the administration of the school district, including, without limitation, considering the recommendations of the superintendent concerning the budget, building plans, the locations of sites, the selection, retention, and dismissal of employees, and the selection of textbooks, instructional material, and courses of study.” Rather than being a laundry list of mandated written board policies, this list provides items on which boards must make decisions after considering the superintendent’s recommendations. The statute also requires the “board [to] evaluate the superintendent in his or her administration of board policies and his or her stewardship of the assets of the district.” Boards have broad incidental powers to adopt all necessary policies. *Thomas v. Board of Education of Community Unit School Dist. 1*, 117 Ill.App.3d 374453 N.E.2d 150 (Ill.App. 5th Dist. 1983).

2 See the IASB’s *Foundational Principles of Effective Governance*, available on line at: [www.iasb.com/pdf/found\\_prin.pdf](http://www.iasb.com/pdf/found_prin.pdf).

3 Optional.—See policy 2:150, *Committees*.

4 State law does not require a first reading before a board adopts a policy. The use of a consent agenda allows a board to vote on a matter without discussion. Policies or policy revisions may be appropriate for a consent agenda when providing for legal compliance; correcting substantive grammar, spelling, or punctuation; or clarifying pre-existing policy language. A board member may make a motion to remove any item from the consent agenda to the regular agenda for discussion. See policy 2:220, *School Board Meeting Procedure*.

The Board policies are available for public inspection in the District's main office during regular office hours.<sup>5</sup> Copy requests should be made pursuant to Board policy 2:250, *Access to District Public Records*.

#### Board Policy Review and Monitoring

The Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required.—The Board may use an annual policy review and monitoring calendar. <sup>6</sup>

#### Superintendent Implementation

The Board will support any reasonable interpretation of Board policy made by the Superintendent.<sup>7</sup> If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board policy, the Superintendent is authorized to take appropriate action.

#### Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract.—The failure to suspend with a specific motion does not invalidate the Board action.

LEGAL REF.: 105 ILCS 5/10-20.5.

CROSS REF.: 2:150 (Committees), 2:250 (Access to District Public Records), 3:40 (Superintendent)

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<sup>5</sup> This sentence must be customized to include where and how policies are available, such as, through School Board Policies Online or the district's website.

<sup>6</sup> Optional.

<sup>7</sup> The board delegates authority to the superintendent through written board policy. The board will not substitute its judgment for that of the superintendent when the superintendent acts reasonably ~~and in good faith~~ based upon his or her policy interpretation. See the IASB's *Foundational Principles of Effective Governance*, available on-line at: [www.iasb.com/pdf/found\\_prin.pdf](http://www.iasb.com/pdf/found_prin.pdf).

## General School Administration

### Goals and Objectives 1

The Superintendent directs the administration in the management of the School District and to facilitate the implementation of a quality educational program in alignment with School Board policy 1:30, *School District Philosophy*. Specific goals and objectives are to:

1. Provide educational expertise.
2. Plan, organize, implement, and evaluate educational programs that will provide for students' mastery of the Illinois Learning Standards. 2
3. Meet or exceed student performance and academic improvement goals established by the Board. 3
4. Develop and maintain channels for communication between the school and community.
5. Develop an administrative procedures manual and handbooks for personnel and students that are in alignment with Board policy. 4
6. Manage the District's fiscal and business activities to ensure financial health, cost-effectiveness, and protection of the District's assets.
7. Provide for the proper use, reasonable care, and appropriate maintenance of the District's real and personal property, including buildings, equipment, and supplies.

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<sup>1</sup> This policy provides an opportunity for a board to give the superintendent a big picture of its vision for the district by identifying some high-level goals. While ~~sample~~ policy 1:30, *School District Philosophy*, contains the district's mission statement, (i.e., why the district exists), this policy contains progress expectations and desired results, (i.e., goals). This policy is designed to contain goals for which the administration will be responsible, including goals concerning finances, instruction, property, connecting with the community, etc. The list of goals should be replaced with the board's goals and objectives for school administration, if any.

This policy is in alignment with State law. The superintendent and principal's general duties are listed in 105 ILCS 5/10-21.4 and 5/10-21.4a, respectively. See also 105 ILCS 5/10-16.7.

<sup>2</sup> See the State Goals for Learning, 23 Ill.Admin.Code §1, Appendix D, [amended at 43 Ill.Reg. 3799](#).

<sup>3</sup> School administrators may be employed under a multi-year contract only if it is performance-based and contains goals and indicators of student performance and academic improvement, (105 ILCS 5/10-23.8 and 5/20-23.8a). Principal evaluations must use data and indicators on student growth as a significant factor, (105 ILCS 5/24A-15(c)). Thus, a policy statement that administrative staff shall "meet or exceed student performance and academic improvement goals" is consistent with legal requirements.

<sup>4</sup> Staff and student handbooks provide a means to distribute important information and are referenced in many sample policies and procedures. Members of the Ill. Principals Assoc. may subscribe to ~~the IPA's~~ Model Student Handbook Service. While this service is not a handbook *per se*, it provides principals with quick, user-friendly access to model student handbook provisions that are attorney drafted and fully aligned with IASB's policy services. For more information, see:

[www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-21.4, and 5/10-21.4a.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:130 (Board Superintendent Relationship), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 6:10 (Educational Philosophy and Objectives)

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## General School Administration

### Administrative Responsibility of the Building Principal 1

#### Duties and Authority

The School Board, upon the recommendation of the Superintendent, employs Building Principals as the chief administrators and instructional leaders of their assigned schools, and may employ Assistant Principals. The primary responsibility of a Building Principal is the improvement of instruction.<sup>2</sup> Each Building Principal shall perform all duties as described in State law as well as such other duties as specified in his or her employment agreement or as the Superintendent may assign, that are consistent with the Building Principal's education and training.<sup>3</sup> Each Building Principal and Assistant Principal shall complete State law requirements to be a prequalified evaluator before conducting an evaluation of a teacher or assistant principal.<sup>4</sup>

#### Evaluation Plan

The Superintendent or designee shall implement an evaluation plan for Principals and Assistant Principals that complies with Section 24A-15 of the School Code and relevant Illinois State Board of

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<sup>1</sup> State or federal law controls this policy's content.

<sup>2</sup> Required by 105 ILCS 5/10-21.4a.

<sup>3</sup> An alternative follows: "...or as agreed upon by the Building Principal and Superintendent."

The principal's duties are generally described in 105 ILCS 5/10-21.4a and 5/24A-15(c-5). However, many other statutes impose additional duties, e.g., 105 ILCS 127/2 (requires principals to report to the police any certain violations of the Cannabis Control Act, Controlled Substance Act, and Methamphetamine Control and Community Protection Act occurring at specified locations); 105 ILCS 5/10-27.1A(b)20-14 (requires the principal or designee to immediately notify local law enforcement upon receiving a report of a person in possession of a firearm on school grounds, and, if that person is a student, to notify a student's parent/guardian ~~reciprocal reporting of criminal offenses committed by students~~); and 730 ILCS 152/ and 154/ (requires notification to parents/guardians that information about sex offenders and violent offenders against youth is available). The county clerk may appoint high school principals or their designees as deputy registrars to accept voter registrations of eligible students any qualified resident of the State. (10 ILCS 5/4-6.2(a), amended by P.A. 100-1027). The Firearm Concealed Carry Act requires a principal to notify the Ill. Dept. of State Police whenever he or she determines that a student (or any person) poses a "clear and present danger to himself, herself or to others." (430 ILCS 66/105; 405 ILCS 5/6-103.3, amended by P.A. 98-63). Lawyers disagree whether this requirement violates the federal Family Educational Rights and Privacy Act.- Contact the board attorney for advice.

<sup>4</sup> This restates 105 ILCS 5/24A-3 and 23 Ill.Admin.Code Part 50, Subpart E. Individuals who evaluate teachers, principals, or assistant principals must: (1) be prequalified, and (2) participate in a regularly scheduled retraining program. The prequalification and retraining programs must be either developed or approved by the Ill. State Board of Education (ISBE).

105 ILCS 5/24A-5 permits a first-year principal to evaluate a teacher; however, a new two-year evaluation plan must be established for any tenured teacher who is evaluated by a first-year principal. (105 ILCS 5/24A-5, amended by P.A. 98-470).

Anyone who has not previously been a principal in Ill. must participate in ISBE's new principal mentoring program; however, implementation of a principal mentoring program in any given year is dependent upon an appropriation. (105 ILCS 5/2-3.53a; 23 Ill.Admin.Code Part 35). Annually by June 1, each superintendent must report to the State Superintendent or designee the expected number of 1st first-year and 2nd second-year principals along with information specified in 23 Ill.Admin.Code §35.20.

Education rules.—5 Using that plan, the Superintendent or designee shall evaluate each Building Principal and Assistant Principal.—6 The Superintendent or designee may conduct additional evaluations.

Qualifications and Other Terms and Conditions of Employment

Qualifications and other terms and conditions of employment are found in Board policy 3:50, *Administrative Personnel Other Than the Superintendent*.

LEGAL REF.: 10 ILCS 5/4-6.2.  
105 ILCS 5/2-3.53a, 5/10-20.14, 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, and 5/24A-15.  
105 ILCS 127/.  
23 Ill.Admin.Code Parts 35 and 50, Subpart D.

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 5:250 (Leaves of Absence)

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>5</sup> Each district must implement a performance evaluation plan for its principals and assistant principals. (105 ILCS 5/24A-15, 23 Ill.Admin.Code §50.300). A board may substitute this alternative for the first sentence: “The Superintendent or designee shall implement a principal and assistant principal evaluation plan that complies with State law.” The statutory deadline for evaluating principals and assistant principals depends on whether the individual’s employment contract is for one year or multiple years: (1) the evaluation of individuals on a single-year contract must take place annually by March 1, and (2) the evaluation of individuals on a multi-year contract must take place by March 1 of the contract’s final year. (105 ILCS 5/24A-15). Individual contracts may require an earlier deadline.

<sup>6</sup> Required by 105 ILCS 5/10-21.4a and 5/24A-15. For a principal who also serves as the district superintendent, the evaluator must be appointed by the school and not be the person whose performance as principal is being evaluated. (23 Ill.Admin.Code §50.300). In addition, the evaluator must hold a valid professional educator license endorsed for superintendent issued under Article 21B and have completed the prequalification process and any retraining, as applicable. Add this option if appropriate: “...or, in the absence of the Superintendent or his or her designee, an individual appointed by the School Board who holds a valid professional educator license endorsed for superintendent.”

## Operational Services

### Fund Balances 1

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.

The School District seeks to maintain a year-end fund balance to revenue ratio of no less than the range of 15-20 percent, as calculated under the Ill. State Board of Education's School District Financial Profile of the annual expenditures in each fund. <sup>2</sup>

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>1</sup> This optional policy is at the local board's discretion. Its intent is to help the board monitor the district's financial health and allows a board to clarify its expectations for maintaining fund balances. A board must modify the policy to reflect realistic targets after considering important financial and operational issues, such as current financial practices, long term projects, standards of fiscal health, and the current budget. A board facing a doubting and demanding employee union may want to obtain an objective opinion from an outside auditor before adopting this policy.

<sup>2</sup> Optional. Pursuant to its authority under 105 ILCS 5/1A-8, the Ill. State Board of Education (ISBE) developed the School District Financial Profile to help monitor the finances of school districts and identify those districts moving toward financial difficulty. A district's total profile score (and corresponding profile designation) is based on four weighted indicators: (1) fund balance to revenue ratio (35%), (2) Expenditure to Revenue Ratio (35%), (3) days cash on hand (10%), and (4) percent of short-term and long-term borrowing ability remaining (10% each). See [www.isbe.net/Documents/OEPP-PCTC-Profile.pdf](http://www.isbe.net/Documents/OEPP-PCTC-Profile.pdf) for a detailed explanation of the calculation of the School District Financial Profile and designations. This policy addresses the first factor in a district's Financial Profile, which, according to ISBE, "reflects the overall financial strength of the district." A target of 25% or higher for a district's fund balance to revenue ratio would result in a school district being in the lowest risk category for this factor of the district's Financial Profile. ~~receiving the highest category of financial recognition from ISBE.~~ The following alternative is for a district with fund balances deemed not currently adequate:

The School District will seek to establish year-end fund balances representing \_\_\_\_\_ percent of the annual ~~expenditures-revenues~~ for each operating fund by budgeting a surplus in each fund.

Operating fund refers to the Educational, Operations and Maintenance, Transportation, and Working Cash Funds. See [www.isbe.net/Documents/OEPP-PCTC-Profile.pdf](http://www.isbe.net/Documents/OEPP-PCTC-Profile.pdf). The board should ask the administration to prepare a multi-year cash flow projection to validate the sufficiency of the target figure. ~~This figure is one of two components used to compile the ISBE School District Financial Profile, which includes a category called "Days Cash on Hand," among others. For more information, see [www.isbe.net/Documents/profile.pdf](http://www.isbe.net/Documents/profile.pdf) and [www.isbe.net/Pages/School-District-Financial-Profile.aspx](http://www.isbe.net/Pages/School-District-Financial-Profile.aspx).~~

**Note:** If the board maintains a fund balance at the start of a fiscal year that is two or more times the average expenditures of that fund (~~over-based on~~ the past three fiscal years), it may face a tax rate objection based on excess accumulation of funds. See e.g., Central Ill. Public Service Co. v. Miller, 42 Ill.2d 542 (1969); Allegis Realty Investors v. Novak, 379 Ill.App.3d 636 (2nd Dist. 2008). Whether such an objection has merit depends on a number of factors, including the type of fund at issue and/or reason(s) for the excess accumulation. Consult the board attorney for further guidance regarding fund balances and related tax rate objections.

## Operational Services

### Activity Funds 1

The School Board, upon the Superintendent or designee's recommendation, establishes student activity funds to be managed by student organizations under the guidance and direction of a staff member for educational, recreational, or cultural purposes. 2

The Superintendent or designee shall be responsible for supervising student activity funds in accordance with Board policy, 4:80, *Accounting and Audits*; State law; and the Illinois State Board of Education rules for student activity funds. The Board will appoint a treasurer for each fund to serve as the fund's sole custodian and be bonded in accordance with the School Code. 3 The treasurer shall have all of the responsibilities specific to the treasurer listed in the Illinois State Board of Education rules for school activity funds, including the authority to make loans between activity funds. 4

Unless otherwise instructed by the Board, a student activity fund's balance will carry over to the next fiscal year. An account containing student activity funds that is inactive for 12 consecutive months shall be closed and its funds transferred to another student activity fund or authorized fund with a similar purpose. 5

LEGAL REF.: 105 ILCS 5/8-2 and 5/10-20.19.  
23 Ill.Admin.Code §§100.20 and 100.80.

CROSS REF.: 4:80 (Accounting and Audits), 7:325 (Student Fundraising Activities)

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

1 State law controls this policy's content. See 105 ILCS 5/10-20.19 and 23 Ill.Admin.Code §100.80. ISBE's rules in Part 125 (Student Activity Funds and Convenience Accounts) were in effect only through 6-30-08 after which they were replaced by Part 100. The rules in Part 100 do not provide for *convenience accounts*. Another policy, 7:325, *Student Fundraising Activities*, contains the elements required by State law for a policy on student fund-raising activities.

2 Student activity funds are established to account for money used to support the activities of student organizations and clubs, e.g., homeroom, yearbook, class year, choral or band group, class projects, student clubs, student council, and student-sponsored bookstore. (23 Ill.Admin.Code §100.20). The funds are under the school board's control giving it a fiduciary responsibility to safeguard them along with district assets.

3 105 ILCS 5/8-2. A board's insurance carrier can assist the board with obtaining bonds for these individuals.

4 ISBE's rule permits the activity fund treasurer to make loans between funds "if and as authorized by the board's policy." (23 Ill.Admin.Code §100.80). A board that does not want to allow loans between activity funds should choose one of these alternatives:

Alternative 1: The treasurer shall have all of the authority and responsibilities specific to the treasurer listed in the Illinois State Board of Education rules for school activity funds, except that the treasurer is not authorized to make loans between activity funds.

Alternative 2: The treasurer shall have all of the authority and responsibilities specific to the treasurer listed in the Illinois State Board of Education rules for school activity funds, except that the treasurer must have the Board's approval before making a loan between activity funds.

5 The authority for this paragraph's first sentence is 23 Ill.Admin.Code §100.80(c)(7); the second sentence is up to the local board's discretion. The following option may be inserted after the first sentence: "However, money remaining in the any Senior Class fund after graduation will automatically transfer to the next year's class."

## General Personnel

### Compliance with the Fair Labor Standards Act <sup>1</sup>

#### Job Classifications

The Superintendent will ensure that all job positions are identified as either “exempt” or “non-exempt” according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are “exempt” or “non-exempt.”<sup>2</sup> “Exempt” and “non-exempt” employee categories may include certificated and non-certificated job positions. –All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

#### Workweek and Compensation

The workweek for District employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday.<sup>3</sup> Non-exempt employees will be compensated for all hours worked in a workweek including overtime. –For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours.<sup>4</sup> “Overtime” is time worked in excess of 40 hours in a single workweek.

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>1</sup> State or federal law controls this policy’s content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

The Illinois Minimum Wage Law, 820 ILCS 105/4a, covers all school employees, although many are exempt from overtime requirements. The federal Fair Labor Standards Act (FLSA) ([29 U.S.C. §201 et seq.](#)) also covers school employees ([29 U.S.C. 201 et seq.](#)). The law offering the greatest benefits to employees will control specific issues.

School districts in several states are experiencing widespread action by non-exempt employees to recoup unpaid overtime wages. Many of these actions have been successful because the school district did not strictly comply with overtime requirements or recordkeeper’s requirements. See [29 C.F.R. Part 785 \(Hours Worked\)](#) and [29 C.F.R. Part 516, \(Records to Be Kept by Employers\)](#).

The U.S. Dept. of Labor ([DOL](#)) frequently finds employees misclassified as independent contractors or exempt employees. School officials are strongly encouraged to seek assistance from their attorney when making decisions involving wage and hour issues.

<sup>2</sup> “Exempt” employees are exempt from overtime requirements. An exempt employee, according to Illinois law, is “any employee employed in a bona fide executive, administrative or professional capacity, . . . , as defined by or covered by the Federal Fair Labor Standards Act of 1938 and the rules adopted under that Act, as both exist on March 30, 2003, but compensated at the amount of salary specified [in the current rules].” 820 ILCS 105/4a. By referring to the definitions in the former federal rules, the Illinois legislature rejected the [DOL’s U.S. Department of Labor’s](#) effort to expand the number of employees who are exempt from overtime requirements. –To qualify for exemption in Illinois, employees generally must meet certain tests regarding their job duties and be paid on a “salary basis” at not less than \$455 per week. To check compliance, districts should review their list of exempt employees with their attorneys.

<sup>3</sup> Employers must identify the workweek, but may designate any [seven](#)7-day period. **Boards should ascertain what is currently used as a workweek to avoid inadvertently adopting a policy containing a different designation.** The workweek in this sample policy allows supervisors to adjust employee schedules at the end of the week if an employee was required to work the weekend.

<sup>4</sup> Setting the workweek at 40 hours avoids having to pay an employee additional “straight time” compensation for the extra hours up to 40.

## Overtime

A non-exempt employee shall not work overtime without his or her supervisor's express approval.<sup>5</sup> All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee's written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. -Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. -The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. -In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time-Off*.<sup>6</sup>

## Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status.<sup>7</sup> Licensed employees may be suspended without pay in accordance with Board policy 5:240, *Professional Personnel - Suspension*. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, *Educational Support Personnel - Employment Termination and Suspensions*.

## Implementation <sup>8</sup>

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. -In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.: 820 ILCS 105/4a.  
Fair Labor Standards Act, 29 U.S.C. §201 et seq., 29 C.F.R. Parts 516, 541, 548, 553, 778, and 785.

CROSS REF.: 5:240 (Suspension), 5:290 (Employment Termination and Suspensions), 5:310 (Compensatory Time-Off)

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>5</sup> This policy requires a supervisor's express approval as a best practice. However, employers will also be liable for work time when the employer knows or has reason to know work is continuing on or offsite. See 29 C.F.R. §785.11 and 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*. Employees must be compensated for all time worked, even if it is unauthorized overtime. However, employees who intentionally work unauthorized overtime may be subject to disciplinary action.

<sup>6</sup> Optional. The FLSA regulates the use of *comp-time*. (29 C.F.R. §§553.22-553.28). Before offering comp-time, a board must have a compensatory time-off policy or the topic must be covered in an applicable collective bargaining agreement. See 5:310, *Compensatory Time-Off* and 5:310-E, ~~*Exhibit - Agreement to Receive Compensatory Time-Off*~~.

<sup>7</sup> Docking an exempt employee's salary (e.g., for a disciplinary suspension) may result in the loss of the exemption unless the deduction was specifically authorized. Teachers, however, are not covered by this restriction.

<sup>8</sup> The FLSA is administered by the Wage and Hour Division of the ~~DOL~~U.S. Department of Labor. Its website contains compliance guidance, posters, and e-tools ([www.dol.gov/compliance/laws/comp-flsa.htm](http://www.dol.gov/compliance/laws/comp-flsa.htm)~~www.dol.gov/WHD/flsa/index.htm~~).

## General Personnel

### Communicable and Chronic Infectious Disease 1

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies. <sup>2</sup>

An employee with a communicable or chronic infectious disease is encouraged to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. The Review Team, if used, provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The Review Team shall hold the employee's medical condition and records in strictest confidence, except to the extent allowed by law. <sup>3</sup>

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no

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<sup>1</sup> State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This policy concerns a topic on which a board should seek legal advice before proceeding.

<sup>2</sup> District employment is contingent upon satisfactory results of a physical examination and freedom from communicable diseases. (105 ILCS 5/24-5). The U.S. Supreme Court, however, has held that the Rehabilitation Act prohibits discrimination against a person handicapped by a communicable disease, provided that person is "otherwise qualified" to perform the job. *School Bd. of Nassau County, Fla. v. Arline*, 107 S.Ct. 1123 480 U.S. 273 (1987) (teacher with tuberculosis was protected by the Rehabilitation Act). The decision supports the position that an HIV-positive employee or applicant who is "otherwise qualified" to perform the job must be reasonably accommodated despite having AIDS.

Following the expansion of the definition of a disability under the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325, the ADAAA may protect an HIV-positive employee or applicant. (42 U.S.C. §12102(2)(A); 29 C.F.R. Part 1630. The federal government's position is that HIV infection qualifies as a disability under the Americans ADAAA. See [www.ada.gov/hiv/ada\\_q&a\\_aids.pdf](http://www.ada.gov/hiv/ada_q&a_aids.pdf) (U.S. Dept. of Justice) and [www.eeoc.gov/eeoc/publications/hiv\\_individual.cfm](http://www.eeoc.gov/eeoc/publications/hiv_individual.cfm) (EEOC). Other contagious diseases may also qualify as disabilities under the ADAAA; however, employers are not required to accommodate employees in those cases where there is an actual direct threat to the health or safety of others that cannot be eliminated or reduced by reasonable accommodation. 29 C.F.R. §1630.2(r). The ADAAA made significant changes to the Americans with Disabilities Act's definition of disability by broadening the scope of coverage thus overturning a series of U.S. Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that impairments were a disability. EEOC's regulations, 29 C.F.R. Part 1630, can be found at: [www.eeoc.gov/laws/types/disability\\_regulations.cfm](http://www.eeoc.gov/laws/types/disability_regulations.cfm). Boards should consult with their attorneys regarding how the ADAAA and its implementing regulations impact the employment of an individual with a communicable disease who is otherwise qualified to perform the job.

<sup>3</sup> This paragraph is optional. While not required by law, the creation and use of a Communicable and Chronic Infectious Disease Review Team (CCIDRT) could greatly assist a district's efforts to review data on an employee who has a communicable or infectious disease. Its members are appointed by the superintendent according to ~~board policy~~, 2:150, *Committees*. Whether the CCIDRT is an administrative committee organized by the superintendent and/or administrators or a board committee subject to the Open Meetings Act must be discussed with the board attorney (see also 2:150-AP, *Superintendent Committees*). The CCIDRT is guided by the board's policies, Ill. Dept. of Public Health rules and regulations, and all other applicable State and federal laws. The CCIDRT also consults the employee's personal physician and local health department officials before making any recommendations.

The Americans with Disabilities Act (ADA) specifies that only an employee's direct supervisor and someone who would need to know in the event of an emergency may have access to an employee's medical records. (42 U.S.C. §12112(d). The Review Team's ability to operate may depend on the employee's waiver of the ADA's confidentiality provisions.

substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions.—<sup>4</sup> An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.; 29 C.F.R. §1630.1 et seq., amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325.  
Rehabilitation Act of 1973, 29 U.S.C. §791; 34 C.F.R. §104.1 et seq.  
Department of Public Health Act, 20 ILCS 2305/6.  
105 ILCS 5/24-5.  
Personnel Record Review Act, 820 ILCS 40/  
Control of Communicable Diseases, 77 Ill.Admin.Code Part 690.

CROSS REF.: 2:150 (Committees), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

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<sup>4</sup> Required by 42 U.S.C. §12101 et seq.

## General Personnel

### Responsibilities Concerning Internal Information <sup>1</sup>

District employees are responsible for maintaining: (1) the integrity and security of all internal information, and (2) the privacy of confidential records, including but not limited to: student school records, personnel records, and the minutes of, and material disclosed in, a closed School Board meeting. Internal information is any information, oral or recorded in electronic or paper format, maintained by the District or used by the District or its employees. The Superintendent or designee shall manage procedures for safeguarding the integrity, security, and, as appropriate, confidentiality of internal information.

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<sup>1</sup> State and federal law controls the content of this policy to the extent that: (1) the unauthorized disclosure of student school records is prohibited by the Family Educational Rights and Privacy Act, (20 U.S.C. § 1232g); and the Illinois School Student Records Act, (105 ILCS 10/); (2) ~~the Freedom of Information Act (FOIA) (5 ILCS 140/7) exempts from disclosure certain private or personal information, employee evaluations, protects school security and response plans, and maps from disclosure;~~ (3) if a district offers a self-insured group health plan or flexible spending account, it must establish clear procedures to protect the employees' health information (45 C.F.R. §164.502); (4) ~~the Freedom of Information Act contains exemptions for certain private or personal information and employee evaluations (5 ILCS 140/7);~~ (5) the Ill. Personnel Record Review Act governs the release of an employee's disciplinary action (820 ILCS 40-); and (6) any person who knowingly destroys, removes, conceals, or alters any public record with the intent to defraud any party commits a Class 4 felony (50 ILCS 205/4, ~~amended by P.A. 98-1063~~). These are examples of the laws requiring the safekeeping of district and school records.

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. If a local collective bargaining agreement contains a provision on these responsibilities, it will supersede this policy and the board policy should state, "Please refer to the applicable collective bargaining agreement following current Agreement: [actual title of Collective Bargaining Agreement (not including dates)]." For employees not covered, the policy should reflect the board's current practice.

This sample policy's intent is to safeguard district records accessed or created by employees. This includes protecting the district from unauthorized release of confidential records or the destruction of records. While the legal guidance is sparse, districts should take steps to avoid security breaches. Some districts may have more legal obligations than others. School districts that are considered "covered entities" under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Pub.L. 104-191) are required to comply with the HIPAA Security/Privacy Rule. See ¶n 1 of policy 7:340, Student Records, for further discussion of HIPAA. Furthermore, districts that allow foreign exchange students to attend their schools may need to put safeguards in place in order to protect data that is transferred to the Student and Exchange Visitor Information System (SEVIS). See ¶n 18 of policy 7:50, School Admissions and Student Transfers To and From Non-District Schools, for further discussion of SEVIS.

To help maintain the integrity of records, districts should prevent their over-accumulation. Not all internal information must be preserved even if it is a *public record* for purposes of ~~FOIA the Freedom of Information Act, 5 ILCS 140/~~. According to the Local Records Act, (50 ILCS 205/), a record must be retained only when it contains: (1) evidence of the district's organization, function, policies, procedures, or activities; or (2) informational data appropriate for preservation. While this is a slippery slope without definitive parameters, recorded information may generally be deleted that are conversational or personal, meeting notices, spam, email of a transient nature, duplicate material sent from other staff members, and draft material. However, no district record, no matter its form, may be destroyed if it is subject to a litigation hold. See administrative procedure 2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules. For guidance on Board member use and retention of email, see 2:140-E, *Guidance for Board Member Communications, Including Email Use.*

LEGAL REF.: Family Educational and Privacy Rights Act, 20 U.S.C. §1232g.  
Uses and Disclosures of Protected Health Information; General Rules, 45 C.F.R.  
§164.502.  
Ill. Freedom of Information Act, 5 ILCS 140/  
Local Records Act, 50 ILCS 205/  
105 ILCS 10/  
Personnel Record Review Act, 820 ILCS 40/.

CROSS REF.: 2:140 (Communications To and From the Board), 2:250 (Access to District  
Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

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## General Personnel

### Temporary Illness or Temporary Incapacity 1

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits.<sup>2</sup> However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The School Board's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of his or her gross salary. Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes a teacher or other licensed employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act.<sup>3</sup> The

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This policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. When a policy's subject matter is superseded by a bargaining agreement, the board policy can state, "Please refer to the applicable collective bargaining agreement." For employees not covered, the policy should reflect the board's current practice to the current ~~insert name of CBA or use a generic reference, e.g., "agreement between the bargaining representative and the School Board"~~.

<sup>2</sup> Temporary mental or physical incapacity as determined by a medical examination is not cause for dismissing a teacher. (105 ILCS 5/10-22.4 and 5/24-13).

<sup>3</sup> A teacher's contractual continued service status is not affected by an absence caused by temporary illness or temporary incapacity. (105 ILCS 5/24-13). Two cases, decided before the Americans with Disabilities Act ([ADA](#)) ([42 U.S.C. §12101 et seq.](#)) was enacted, held that this statute grants school boards the power to define, through policy, temporary illness or incapacity. *School Dist 151 v. ISBE*, [507 N.E.2d 134-154 Ill.App.3d 375 \(1st Dist.Ill.App.1, 1987\)](#); *Elder v. School Dist. No.127 1/2*, [208 N.E.2d 42360 Ill.App.2d 56 \(1st Dist.Ill.App.1, 1965\)](#).

**Important:** Until February 2014, this paragraph in the PRESS sample policy applied to all employees. We limited its application to teachers in response to feedback that the paragraph should align with the statute. Section 24-13, which this paragraph implements, applies only to teachers and, thus, we amended the paragraph to make it applicable only to teachers. **This change may trigger a bargaining requirement with a bargaining unit for educational support personnel.**

Despite the statute's limitation to licensed employees, many boards apply this language to educational support personnel. **Consult the board attorney** about whether to apply this language to educational support personnel. For boards that wish to apply this language to both licensed and educational support personnel, strike ~~teacher or other licensed~~ from the text of the first two sentences of this paragraph and correct the grammar.

The Illinois appellate court decisions cited above upheld a board policy designating when a temporary [illness or] incapacity becomes permanent for the purpose of being a cause of dismissal. The court approved using 90 days of absence due to illness, after the exhaustion of sick days, as the point at which the district considers termination. The court upheld a hearing officer decision noting that a policy providing for a 90-school-day absence following exhaustion of sick leave was sufficient under Section 24-13. The court noted that applying that particular policy over a ~~two~~2-year period would not be appropriate because the ~~two~~2-year period would have the effect of allowing the school board to define a temporary illness or incapacity out of existence; i.e., making it impossible for a teacher to qualify for such an absence. **Important:** a district should consult the board attorney before determining that a teacher's temporary illness or incapacity became permanent.

Superintendent may recommend this paragraph's use when circumstances strongly suggest that the teacher or other licensed employee returned to work intermittently in order to avoid this paragraph's application. This paragraph shall not be considered a limitation on the Board's authority to take any action concerning an employee that is authorized by State and federal law.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a ~~licensed~~ advanced practice ~~registered~~ nurse, ~~who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations,~~ or a ~~licensed~~ physician assistant ~~who has been delegated the authority by his or her supervisor to perform health examinations if the examination is job-related and consistent with business necessity.~~ <sup>4</sup>

LEGAL REF.: ~~Americans with Disabilities Act, 42 U.S.C. §12101 et seq.,~~ Americans with Disabilities Act.  
105 ILCS 5/10-22.4, 5/24-12, and 5/24-13.  
~~Elder v. School Dist. No.127 1/2, 208 N.E.2d 423 (Ill.App.1, 1965) 60 Ill.App.2d 56 (1st Dist. 1965).~~  
~~School District No. 151 v. ISBE, 507 N.E.2d 134 (Ill.App.1, 1987) 154 Ill.App.3d 375 (1st Dist. 1987).~~

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

The point at which any employee's temporary disability becomes permanent must be analyzed using the Americans with Disabilities Act, ~~42 U.S.C. §12101 et seq.,~~ also referred to as the ADA or the ADA Amendments Act (ADAAA) (Pub. L. 110-325). This federal law prohibits employers from discriminating against individuals with a disability who can perform the essential functions of a job with or without reasonable accommodation. A district should regularly analyze each position's job description to ensure that it identifies the position's essential functions. Consult the board attorney concerning compliance with the ADA.

<sup>4</sup> The State law (105 ILCS 5/24-5, amended by P.A. 100-513), allowing boards to require physicals of current employees *from time to time*, has been superseded by the ADA, 42 U.S.C. §12112(d)(4). The ADA allows medical inquiries of current employees only when they are job-related and consistent with business necessity or part of a voluntary employee wellness program. ~~(Id.)~~. Districts may deny jobs to individuals with disabilities who pose a direct threat to the health or safety of others in the workplace, provided that a reasonable accommodation would neither eliminate the risk nor reduce it to an acceptable level. ~~42 U.S.C. §12113; 29 C.F.R. Part §-1630.2(r).~~

Note that while examination by a spiritual leader/practitioner is sufficient for leaves, the statute does not authorize an examination by a spiritual leader/practitioner for district-ordered physicals of an employee. The difference may present a constitutional issue; contact the board attorney for an opinion if the employee wants to use an examination by a spiritual leader/practitioner.

## Educational Support Personnel

### Compensatory Time-Off <sup>1</sup>

This policy governs the use of compensatory time-off by employees who: (1) are covered by the overtime provisions of the Fair Labor Standards Act, 29 U.S.C. §201 et seq., and (2) are not represented by an exclusive bargaining representative.

Employees may be given 1-1/2 hours of compensatory time-off in lieu of cash payment for each hour of overtime worked. -Other than as provided below, at no time may an employee's accumulated compensatory time-off exceed 240 hours, which represents compensation for 160 hours of overtime. -2 An employee whose work regularly includes public safety, emergency response, or seasonal activities may accumulate a maximum of 480 hours of compensatory time, which represents compensation for 320 hours of overtime.-3 If an employee accrues the maximum number of compensatory time-off hours, the employee:- (1) is paid for any additional overtime hours worked, at the rate of one and one-half times the employee's regular hourly rate of pay, and (2) does not accumulate compensatory time-off until the employee uses an equal amount of accrued time-off. 4

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>1</sup> The federal regulations implementing the Fair Labor Standards Act (FLSA) governs the use of "comp-time." (29 C.F.R. §§553.21-553.28 and 553.50, ~~e-CFR Data~~). See ~~IASB sample policy 5:35, Compliance with the Fair Labor Standards Act~~, for discussion of the FLSA. In order for a district to offer comp-time, it must have a compensatory time-off policy or the topic must be covered in an applicable collective bargaining agreement. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. School officials should consult with the board attorney before adopting this policy.

The terms "comp-time" and "compensatory time-off" mean paid time-off that is earned and accrued by a non-exempt employee in lieu of overtime pay for over 40 hours worked in one workweek. Compensatory time-off in lieu of overtime pay must be at the premium rate of 1.5 hours of compensatory time for each hour of overtime worked (just as the monetary rate for overtime is calculated at 1.5 times the regular rate of pay). As a condition for using comp-time in lieu of overtime pay, the employer and employee must have an "agreement or understanding" before the work is performed. Further, the employee's decision to accept comp-time must be made freely. For employees represented by an exclusive bargaining agent, the agreement to use comp-time must be between the district and the bargaining agent.

For non-exempt employees who are not covered by a collective bargaining agreement, the "agreement or understanding" concerning comp-time must be between the district and employee. See exhibit 5:310-E, *Agreement to Receive Compensatory Time-Off*. If the district had a regular practice of comp-time before April 15, 1986, that is deemed an "agreement." Notice to the non-exempt employees that comp-time will be given in lieu of overtime pay for overtime through bulletin board notices is sufficient to constitute an "agreement or understanding," provided that the decision to accept compensatory time-off is made freely.

<sup>2</sup> This sample policy contains the maximum hours that the FLSA allows an employee to accumulate. It is a ceiling that an employee may hit several times, but never go over without using some of the time-off. A school board may forfeit flexibility and set this ceiling lower.

<sup>3</sup> "Seasonal activities" include activities during periods of significantly increased demand, that are of a regular and recurring nature. A seasonal activity is not limited strictly to those operations that are very susceptible to changes in the weather. However, mere periods of short but intense activity do not make an employee's job seasonal. However, the 480-hour accrual limit will not apply to office personnel or other employees who may perform such seasonal activities only in emergency situations, even if they spend substantially all of their time in a particular workweek engaged in such activities.

<sup>4</sup> The FLSA permits a board to require that employees reduce their accumulated compensatory time or face having their supervisor schedule the compensatory time-off for them. Christensen et al. v. Harris County et al., 529 U.S. 576, ~~120 S.Ct. 1655, 146 L.Ed.2d 621~~ (2000). Such an optional provisions follows:

An employee who has accrued compensatory time-off shall be permitted to use such time in at least half-day components provided such requests do not unduly disrupt the District's operations.<sup>5</sup> The employee's supervisor must approve a request to use compensatory time-off.

Upon termination of employment, an employee will be paid for unused compensatory time at the higher of:

1. The average regular rate received by such employee during the last three years of employment; or
2. The final regular rate received by such employee.

Compensatory time-off is time during which the employee is not working and is, therefore, not counted as "hours worked" for purposes of overtime compensation.

#### Implementation

The Superintendent or designee shall implement this policy in accordance with the FLSA. In the event of a conflict between the policy and the FLSA, the latter shall control.

LEGAL REF.: Fair Labor Standards Act, 29 U.S.C. §201 et seq.; 29 C.F.R. Part 553.

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:185 (Family and Medical Leave), 5:270 (Employment At-Will, Compensation, and Assignment)

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Notwithstanding the above and to avoid hardship to the District, an employee's supervisor may require the employee to reduce accumulated compensatory time, or schedule the compensatory time-off for the employee, so that the employee does not accumulate more than 75 hours of compensatory time, which represents compensation for 50 hours of overtime.

<sup>5</sup> Optional.

## Instruction

### Curriculum Development 1

#### Adoption 2

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements, 3
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available, 4
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria. 5

#### Experimental Educational Programs and Pilot Projects 6

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

**1** State or federal law controls this policy's content.

**2** This section is not dictated by State or federal law, but reflects board work regarding curriculum. Each board should dwell over this section to ensure it articulates the board's intent.

**3** State law mandates certain courses of study, but local school boards may set requirements exceeding State law-mandated courses of study. ~~(105 ILCS 5/10-20.8 and 5/27-1 et seq.)~~

**4** Alternative for unit districts:

5. The curriculum District-wide and articulated across all grade levels.

**5** The following is an alternative for boards that do not want the sample language's degree of delegation:

The School Board will consider the Superintendent's recommendation and adopt a curriculum that meets the above criteria.

**6** Experimental educational programs may require the approval of the State Board of Education and an agreement with the affected exclusive bargaining agent. ~~(105 ILCS 5/10-19)~~, **amended by P.A. 100-465**. State law addresses pilot programs for teachers in relation to clinical schools, restructuring, and providing special assistance and support to beginning teachers. ~~(105 ILCS 5/2-3.52A)~~, **amended by P.A. 100-1046**.

### Single-Gender Classes and Activities <sup>7</sup>

The Superintendent may recommend a program of nonvocational<sup>8</sup> single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. -Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

### Development <sup>9</sup>

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

### Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>7</sup> The U.S. Dept. of Education (DOE) amended its ~~Title IX~~-regulation implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681) to make it easier for schools to have single-sex classes and extracurricular activities. (34 C.F.R. ~~Part §106.34~~). Title IX generally protects students from discrimination on the basis of sex. However, the DOE added flexibility to its rules on single-sex classes and activities ~~back in 2006~~, citing research that suggests that some students benefit in single-sex classes. 71 Fed. Reg. 62530 (10-25-06). The rules are very specific and should be reviewed with the board attorney when designing single-sex classes or activities.

Consult the board attorney about accommodation issues for transgender or gender non-conforming students in single sex classes. State law prohibits gender-based discrimination, including transgender and gender non-conforming students. (775 ILCS 5/5-101(A)(11); 775 ILCS 5/1-103(O-1); and 23 Ill.Admin.Code §1.240). ~~Federal law Title IX~~ prohibits exclusion and discrimination on the basis of sex. 20 U.S.C. §1681(a), ~~Title IX of the Education Amendments of 1972~~. According to the ~~U.S. Department of Education's DOE~~ Office for Civil Rights ~~(OCR)~~ and the ~~U.S. Department of Justice~~, Title IX protects lesbian, gay, bisexual, and transgender students, from gendersex discrimination. See www2.ed.gov/about/offices/list/ocr/lgbt.html; 7:10-AP1, *Accommodating Transgender Students or Gender Non-Conforming Students*.

<sup>8</sup> 34 C.F.R. §106.34(b)(1).

<sup>9</sup> The last two sections of this policy provide a process for the board to monitor the extent that its ends for curriculum development are being pursued. However, a board may be concerned that these sections offend the board's efforts to delegate authority to the superintendent to manage the district. If so, these sections should be deleted. -See the IASB's *Foundational Principles of Effective Governance* at: www.iasb.com/principles.cfm.

LEGAL REF.: [20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.](#)  
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), [6:135 \(Accelerated Placement Program\)](#), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

DRAFT

## Instruction

### Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program <sup>1</sup>

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education program <sup>2</sup>
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time to time <sup>3</sup>
- Graduation incentives program <sup>4</sup>
- Remediation program <sup>5</sup>

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she: <sup>6</sup>

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>1</sup> State law controls this policy's content.

<sup>2</sup> 105 ILCS 5/2-3.66, amended by P.A. 100-465, authorizes the Ill. State Board of Education (ISBE) to award grants to school districts, ROE educational service regions, and community college districts.

<sup>3</sup> 105 ILCS 5/13B-1 et seq. Districts are not required to establish an alternative learning opportunities program. However, if they do, State law requires that the program "provide a flexible standards-based learning environment, innovative and varied instructional strategies, a student-centered curriculum, social programs, and supplemental social, health, and support services to improve the educational achievement of students at risk of academic failure." (105 ILCS 5/13B-20). The program must also meet the requirements in 105 ILCS 5/13B-45. Alternative learning opportunities programs "may include without limitation evening high school, in-school tutoring and mentoring programs, in-school suspension programs, high school completion programs to assist high school dropouts in completing their education, support services, parental involvement programs, and programs to develop, enhance, or extend the transition for students transferring back into the regular school program, an adult education program, or a post-secondary education program." (105 ILCS 5/13B-20.5). See 105 ILCS 5/13B-25.10, as well as other requirements for general State aid and evidence-based funding (the statute references both types of funding), for additional requirements to receive State funds for creating this program.

<sup>4</sup> Required by 105 ILCS 5/26-16, amended by P.A. 100-465.

<sup>5</sup> 105 ILCS 5/10-20.9a(b) requires remedial assistance for students who are not promoted to the next higher grade.

<sup>6</sup> Required by 105 ILCS 5/26-16, amended by P.A. 100-465. Graduation incentives programs are entitled to claim general State aid and evidence-based funding (the statute references both types of funding). A district must ensure that its graduation incentives program receives supplemental general State aid, transportation reimbursements, and special education resources, if appropriate, for students enrolled in the program. 105 ILCS 5/26-2a defines *dropout* as "any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country."

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

LEGAL REF.: 105 ILCS 5/2-3.41, 5/2-3.66, 5/10-20.9a, 5/13B, 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REF.: 6:280 (Grading and Promotion), 6:300 (Graduation Requirements), 7:70 (Attendance and Truancy)

DRAFT

## Instruction

### Student Testing and Assessment Program 1

The District student assessment program provides information for determining individual student achievement and instructional needs;<sup>1</sup> curriculum and instruction effectiveness;<sup>2</sup> and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers the State assessment system, known as the *Partnership for Assessment of Readiness for College and Careers* Illinois Assessment of Readiness (PARCC/IAR), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment. <sup>2</sup>
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*. <sup>3</sup>
4. Utilizes professional testing practices. <sup>4</sup>

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card.<sup>5</sup> All reliable assessments

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>1</sup> State and federal law control this policy's content. 105 ILCS 5/2-3.64a-5 requires ISBE to "establish the academic standards that are to be applicable to students who are subject to State assessments." It contains the schedule for assessing students by calendar year and grade. [The Ill. State Board of Education \(ISBE\) selected the Partnership for Assessment of Readiness for College and Careers \(PARCC\) as the State assessment and accountability measure for grades 3-8 through the 2017-2018 school year. Beginning with the 2018-2019 school year, ISBE began transitioning from PARCC to the Ill. Assessment for Readiness \(IAR\), which continues to use "an anchor set of PARCC items." See letter from State Superintendent Tony Smith, 2-8-19, along with other For ISBE resource material, see at \[www.isbe.net/IAR\]\(http://www.isbe.net/IAR\) \[www.isbe.net/Pages/Assessment.aspx\]\(http://www.isbe.net/Pages/Assessment.aspx\).](#) In House Joint Resolution 54 (2015), members of the Ill. House and Senate encouraged school districts to not use results of the PARCC test for the 2014-2015 school year through the 2017-2018 school year "as a determining factor for making decisions about a student's educational opportunities, the evaluation of educators, and the allocation of resources based on educational achievement on this assessment."

105 ILCS 5/2-3.64a-5(c), amended by P.A. 100-7, requires that the assessment administered by ISBE for the purpose of student application to or admissions consideration by institutions of higher education be administered on a school day during regular student attendance hours.

105 ILCS 5/2-3.64a-5(d) contains the requirements for assessing students receiving special education services and students determined to be English learners.

105 ILCS 5/2-3.64a-5(e), amended by P.A. 100-222, no longer requires that the scores attained by a student on an assessment that includes a college and career readiness determination be entered on the student's transcript. The scores, however, must be placed in the student's permanent record. See 23 Ill.Admin.Code §375.10.

<sup>2</sup> Required by 105 ILCS 5/2-3.64a-5(c).

<sup>3</sup> 105 ILCS 5/2-3.64a-5(e), amended by P.A. 100-222, requires districts to provide State assessment results/scores to students' parents/guardians. The second part of this provision is optional and may be deleted, i.e., "~~and an evaluation of the student's progress.~~"

<sup>4</sup> 105 ILCS 5/2-3.107; 23 Ill.Admin.Code §1.30(b).

administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30<sup>th</sup> day of each school year, and (2) made publicly available to parents/~~and~~ guardians of students.<sup>6</sup> Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.<sup>7</sup>

LEGAL REF.: ~~Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, Family Educational Rights and Privacy Act. Illinois School Student Records Act, 105 ILCS 10/, Illinois School Student Records Act.~~  
105 ILCS 5/2-3.63a-5, 5/2-3.64a-5, 5/10-17a, 5/22-82, and 5/27-1.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)

**The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.**

<sup>5</sup> Required by 105 ILCS 5/10-17a, amended by P.A.s 99-642, ~~and P.A. 100-227, 100-807, and 100-1121~~. School districts must annually, ~~no more than 30 days after receipt from the State Superintendent by October 31, submit to parents/guardians, district taxpayers, the Governor, the General Assembly, and ISBE release a school- their district's and schools' report cards~~ assessing the performance of its schools and students. ~~Districts must: (1) present the report cards at a regular Board meeting, (2) post them on the District's website, (3) make them available to a newspaper of general circulation serving the District, and (4) upon request, send them home to parents/guardians.~~ 105 ILCS 5/10-17a(5). The school report card must describe, among other items, student characteristics, curriculum information, student outcomes and progress, and school environment. The environment report must include indicators from the *school climate survey* approved under 105 ILCS 5/2-3.153 (requires ISBE, in addition to its default school climate survey, to identify two or three alternative school survey instruments from which districts may select).

<sup>6</sup> 105 ILCS 5/22-82, added by P.A. 99-590, requires every school district to report ~~to ISBE~~ for each of its schools, by the 30th day of each school year, all reliable assessments the district administers that are scored by entities outside of the district. The district must make the report on an ISBE-provided form.

Each school must also make this information publicly available to the parents and guardians of its students through the district's Internet website or distribute the information in paper form. *Id.* at (b). See 2:250, E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. ~~Although not required by law, if a board wants to direct that this information be shared more broadly with the public for greater transparency, add "and to the community" after "parents/guardians of students."~~

<sup>7</sup> 105 ILCS 5/2-3.64a-5(e), amended by P.A. 100-222, governs recording assessment results in school student records. See also the Illinois School Student Records Act, 105 ILCS 10/; 23 Ill.Admin.Code §375.10.

## Students

### Vandalism <sup>1</sup>

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property. <sup>2</sup>

LEGAL REF.: 740 ILCS 115/.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>1</sup> State or federal law controls this policy's content.

<sup>2</sup> The Parental Responsibility Law makes parents/guardians of unemancipated minors who are 11 through 18 years of age liable for actual damages. Parents/guardians may be liable up to \$20,000 for the first act or occurrence of a willful or malicious act. If a pattern or practice of willful or malicious acts by a minor is found by a court to exist for another separate act or occurrence, parents/guardians may be liable up to \$30,000. (740 ILCS 115/5).

**FOR ACTION:**

**AGENDA ITEM: 3.3.2**

**October 15, 2019**

**SUBJECT: Approval of Y.E.M.B.A. Affinity Group Implementation – S.T.A.R.S. Program**

**MOTION:** That the Board of Education of Oak Park District 97 approves the agreement with Y.E.M.B.A. for Affinity Group Implementation – S.T.A.R.S. Program at a cost of \$45,000.



# Oak Park Elementary School District 97

260 W. Madison Street ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ www.op97.org

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Date: September 24, 2019

To: Board of Education  
Dr. Carol Kelley, Superintendent

From: Ebony Lofton  
Chief Academic and Accountability Officer

Re: YEMBA Affinity Group Implementation: S.T.A.R.S. Program

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In an effort to address community feedback and in alignment with the district's newly adopted equity policy, the Teaching and Learning Department is seeking to partner with YEMBA to support student affinity groups at both Brooks Middle School and Julian Middle School. Qualitative student data gleaned from student narratives as well as district sponsored community conversations suggest that African American and Latinx students are disproportionately impacted by racial inequity which can result in a number of different stressors that can impact a sense of belonging – one of the hallmarks of the district's vision.

The district's equity policy reveals that there are nine areas that are crucial to overall policy implementation. A key area that affinity group implementation will assist in addressing is the commitment to stakeholder and community engagement. The policy states, "District 97 will include other partners who have demonstrated culturally-specific expertise in meeting its educational outcomes. District 97 will work with community partners and families to provide intentional, targeted outreach that ensures families and students feel welcome and understand the services available to them and how to access information as well as provide opportunities for engagement with teachers and staff at times and places that are consistent with needs of all families." By developing and supporting student affinity groups with the department seeks to provide said intentional and targeted outreach to ensure that students feel welcome and that the district supports students in exploring identity, advocacy and leadership.

The STARS program supports students by leveraging a 20-hour curriculum over weekly sessions that take place after school at each middle school. Session titles include (but are not limited to):

- Defining identity, race and culture
- My values and my community
- Exploring race, racism, bias and discrimination
- Identity, power and privilege
- Exploring race and education
- Media influences on identity
- Youth social movements throughout history
- Civic dialogue

The program culminates with a community action project. The sessions would take place from October 2019 through May 2020. Each session would be supported by one facilitator, two adult mentors and three to five junior mentors (high school students). Each session would last approximately ninety minutes.

The total program cost is estimated at \$45,000. The estimated cost would cover the delivery of 55 student workshops, supplies, equipment, etc.

**FOR ACTION:**

**AGENDA ITEM: 3.3.3**

**Oct 15, 2019**

**SUBJECT: Approval of Hephzibah Child Care Program Agreement Renewal**

**MOTION:** That the Board of Education of Oak Park District 97 approves the Hephzibah Child Care Program Agreement Renewal that was presented on Sept 24, 2019.



# Oak Park Elementary School District 97

260 W. Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ [www.op97.org](http://www.op97.org)

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**TO: Members, Board of Education  
Dr. Carol Kelley, Superintendent of Schools**

**FROM: Jeanne Keane, Senior Director of Buildings & Grounds**

**RE: Hephzibah Child Care Program Agreement Renewal**

**DATE: September 24, 2019**

## **Summary**

The District and Hephzibah have partnered since 1974 to provide after school and summer care programs for District families. We believe it is in the best interest of the students and families in the District to renew the child care agreement as attached.

Administration will be seeking board approval for the renewal of this agreement at the October 15, 2019 meeting.

## CHILD CARE PROGRAM AGREEMENT

This Child Care Program Agreement (the "Agreement") is executed on the date last written below, by and between the Board of Education of Oak Park School District No. 97 (the "District") and Hephzibah Children's Association ("Hephzibah" and together with the District, the "Parties").

### RECITALS

A. The District is a public school district serving children in grades preschool through 8.

B. The District and Hephzibah have partnered since 1974 to provide after-school and summer child care programs for District families, and the District believes it is in the best interest of the students and families in the District for the District to cooperate with and assist Hephzibah in the continuation of an after-school and summer child care program.

C. The District's cooperation and assistance shall consist of making available for the program the necessary building space as described in this Agreement, whereas Hephzibah shall be the on-site manager and administrator of the child care program in accordance with the provisions of Sections 10-22.18a, 10-22.18b and 10-22.18c of The Illinois School Code, 105 ILCS 5/10-22.18(a) - (c) (the "Child Care Program" or "Program").

NOW THEREFORE, in consideration of the obligations, promises, rights and duties set forth herein, the Parties agree as follows:

1. **Incorporation of Recitals.** The recitals set forth above are incorporated into and made a part of this Agreement.

2. **Use of Facilities.** The rooms that the District has designated for the Child Care Program are reflected on Exhibit A (the "Facilities"). During the Term of this Agreement, the District grants Hephzibah the non-exclusive right to use the Facilities for the Child Care Program, and for no other purpose. The District may reduce the number of rooms designated as Facilities if such rooms are needed for the District's own programs, and in such event the Parties shall attempt to agree upon alternate rooms or an adjustment to the Use Fee.

3. **Monthly Use and Custodial Fees.** On a monthly basis during the Term, Hephzibah shall pay the District a use fee for use of the Facilities (the "Use Fee") and provision of custodial services. Hephzibah shall pay the District a Use Fee of \$2,500 per month for a total annual amount of \$30,000. If this Agreement is terminated before expiration of the Term, the last Use Fee paid shall be prorated and the proration shall be refunded to Hephzibah based upon the number of days in the month of termination that followed such termination.

4. **Term.** The term of this Agreement shall commence on September 1, 2019, and shall expire on August 31, 2020, unless sooner terminated in accordance with this Agreement (the "Term"). Upon expiration or termination, Hephzibah's right to use the Facilities as provided in

Section 2 shall cease, but Hephzibah's obligation of indemnity as provided in Section 8 shall remain in full force and effect.

5. **Termination.** This Agreement may be terminated as follows:

a. The District may terminate this Agreement at any time, for any reason in its sole discretion, upon thirty (30) days written notice to Hephzibah.

b. The District may terminate this Agreement at any time upon written notice to Hephzibah if:

i. A founded allegation of child abuse or sexual offense occurs in the Program; or

ii. Hephzibah does not make a good faith effort to comply with any applicable statute, law, ordinance, rule and/or regulations governing the Facilities or the Program or does not remedy any such instance of noncompliance in a reasonable period of time; or

iii. Hephzibah fails to timely pay the required Use Fee as specified in this Agreement; or

iv. Hephzibah fails to maintain insurance as required under this Agreement.

c. Either Party may terminate this Agreement if the other Party breaches any provision of this Agreement and such breach remains uncured more than fifteen (15) days after receipt of a written request for cure from the non-breaching Party.

6. **Hephzibah's Obligations.** At all times during the Term, Hephzibah shall:

a. Provide a high-quality Program of after school child care and with an emphasis on developmentally appropriate practices;

b. Provide child care services during the hours of 3 p.m. to 6 p.m. on District student attendance days and 7:00 a.m. to 6:00 p.m. on non-attendance days, Monday through Friday throughout the school year in accordance with District's School Calendar. Hours of operation may be changed based upon demand for child care services as mutually agreed in writing by District and Hephzibah from time to time, and to comply with District's occasional early school dismissal;

c. Provide child care services on a non-discriminatory, fee-for-service basis, with all fees payable by the parents or guardians;

d. Provide a qualified child care staff adequate in number to provide safe and appropriate care and with staff/child ratios of no less than may be required by applicable authorities or governmental regulations. Hephzibah shall provide to District in writing the names of each of its staff members who will be performing responsibilities which involve direct daily contact with students in advance of their performing any such responsibilities, and shall perform a criminal background check on each such staff member in compliance with 105 ILCS 5/10-21.9. Hephzibah shall provide the District with copies of the criminal background check results upon request and shall immediately remove any staff member who does not pass the criminal background and investigation check from all responsibilities in connection with the Program. Hephzibah further agrees to remove from participation in the Program any staff member as to whom the District reasonably requests such removal and will act in accordance with applicable legal and regulatory requirements;

e. Operate the Program at all times in compliance with all applicable laws, ordinances, and governmental regulations, including but not limited to Section 10-22.18 of the Illinois School Code, 105 ILCS 5/10-22.18 (a) - (c);

f. Determine all staff duties and schedules for the Program, and instruct its employees to comply with District rules and regulations regarding use of the District's Facilities;

g. Pay all salaries, other benefits, and employment taxes promptly when due to all Hephzibah employees servicing the Program;

h. Determine which children are accepted into or removed from the Program, subject to the provisions of paragraph 2(c) above;

i. Develop operation policies and procedures for the Program;

j. Advertise, promote, and otherwise use best efforts to encourage the enrollment of children in the Program. All marketing material shall be furnished to the District for pre-approval;

k. Provide regular in-service training and workshops for all staff members of the Program;

l. Keep accurate, complete, and up-to-date records of the Program in accordance with sound business practices and all applicable governmental

regulations including, but not limited to, financial and accounting records, employees records, and health/safety incident reports concerning the participants in the Program and their parents or guardians;

m. Treat as confidential all information obtained by Hephzibah concerning the participants in the Program, any prospective participants, and their parents and guardians;

n. Comply with the Family Education Rights and Privacy Act, 20 U.S.C. 1232g, et seq., and the Illinois School Student Records Act, 105 ILCS 10/1, et seq.;

o. Maintain the corporate existence of Hephzibah continuously in good standing;

p. Give immediate written notice to the District of any litigation or administrative proceedings or complaint in which Hephzibah is a party or may become a party;

q. Immediately report to the Superintendent or designee of the District any reasonable suspicion of child abuse or sexual misconduct involving a child enrolled in the Program and abide by the requirements of the Abused and Neglected Child Reporting Act;

r. Maintain in full force and effect at all times during this Agreement commercial general liability insurance, automobile liability insurance, umbrella / excess insurance, and workers compensation insurance covering the services provided by Hephzibah under this Agreement. The CGL, automobile, and umbrella / excess policies shall list the District, its Board of Education, Board Members individually, officers, agents and employees as additional insureds. All policies shall provide for a minimum 30 days notice to District in the event of cancellation or material modification of coverage. All coverage shall by endorsement be primary and noncontributory to any other coverage maintained or available to the District. The CGL policy shall include the "General Liability Deluxe Endorsement: Day Care Organization." Upon execution of this Agreement, and from time to time as necessary, Hephzibah shall furnish to the District certificates of insurance, with the required policy endorsements, evidencing that such insurance has been obtained. Minimum coverage limits shall be as follows: CGL limit of \$1,000,000 per occurrence, \$3,000,000 aggregate; automobile liability limit of \$1,000,000 combined single limit; workers compensation insurance at the statutory minimum; umbrella / excess coverage of \$4,000,000;

s. Provide required equipment at all times in good, clean order and repair for the Program as is required by the Department of Public Health, State Fire Marshal or DCFS;

t. Set and collect all fees for student attendance in the Program;

u.

7. **District Responsibilities.** The District shall provide Hephzibah with the following at no additional cost:

a. tables and chairs, large garbage receptacles, waste baskets, push brooms, bucket and wet mops (as needed), toilet paper, paper towels, soap and trash can liner, and individual lockers, cubicles, or separate hooks and shelves for children's personal belongings, and 1 access swipe card for each of eight sites during the school year and 4 for the summer program for use by designated Hephzibah staff and in accordance with District requirements

b. designate a point person at District 97 to contact for questions or problem resolution pertaining to day-to-day operations of the Program;

c. meet with Hephzibah staff at minimum every six months to discuss issues raised by either party, including, but not limited to, space utilization, facilities, or program operations;

d. custodial and maintenance services necessary to maintain a safe and sanitary environment consistent with District 97 standards and applicable public health, and regulatory requirements, including, but not limited to, rodent and pest control, daily garbage and refuse collection, and absence of toxic or lead paints or finishes.

8. **Prohibited Activity.** During the Term, Hephzibah shall not:

a. Assume or create relative to third parties any obligation whatsoever, express or implied, on behalf of District or in the name of District or otherwise attempt to bind District in any manner whatsoever; or

b. Disclose to third parties, other than governmental entities involved in ensuring Program conditions or payment of Program fees, the names of, or other information concerning, any of the participants in the Program, their parents or guardians, or use the names or information in any manner other than for the Program itself; or

c. Distribute any information from a third party, other than governmental entities involved in ensuring Program conditions or payment of Program fees, without District's express prior written consent; or

d. Attempt to assign any rights or delegate any duties under this Agreement to any other third party without the prior written consent of the District. Any such attempted assignment or delegation shall be void.

9. **Indemnity.** Hephzibah shall indemnify, defend, and hold harmless the District, its Board of Education, Board Members individually, officers, administrators, employees, agents, representatives, and volunteers (collectively the "Indemnitees"), from and against any and all claims, demands, causes of action, losses, liabilities, costs, expenses, and damages, including reasonable attorneys fees and court costs, which are incurred by one or more of the Indemnitees and arise from or relate in any way to Hephzibah's breach of any provision in this Agreement and/or to any negligent act or omission of Hephzibah or any of its employees or agents.

10. **Reservation of Defenses and Immunities.** No provision of this Agreement shall be construed to waive or abridge any defense or immunity provided to the District under the Local Governmental and Governmental Employees Tort Immunity Act, 745 ILCS 10/1-101, et seq., or as otherwise provided by statute or common law.

11. **Notices.** Written notices permitted or required under this Agreement shall be sent by U.S. mail or courier service. Written notices shall be deemed received when deposited in the mail or with the courier service. Written notices shall be addressed to the designees listed below. The designees may be changed by written notice sent in accordance with this Section.

If to the District:

Attn: Superintendent of Schools  
Oak Park Elementary School District No. 97  
260 Madison Street  
Oak Park, Illinois 60302

If to Hephzibah:

Merry Beth Sheets, Executive Director  
Hephzibah Children's Association  
1144 W. Lake Street, 5<sup>th</sup> Floor  
Oak Park, Illinois 60301

12. **Miscellaneous.**

- a. This Agreement constitutes the entire agreement of the Parties with respect to its subject matter. All prior negotiations, representations, promises and agreements are void if not contained in this Agreement.
- b. The Parties agree that Hephzibah is an independent contractor for the District, and in no way is the District responsible for the actions of Hephzibah's employees.
- c. The District shall have the right to review Hephzibah's records relating to the Program and/or this Agreement upon any reasonable dispute relating to this Agreement.
- d. This Agreement may only be modified or cancelled by a writing executed by both Parties.
- e. The failure of District to enforce any of the terms and conditions of this Agreement shall in no event be deemed a waiver of the right do so in the future.
- f. This Agreement is made and shall be construed and interpreted in accordance with the laws of the State of Illinois.
- g. If any provision or clause of this Agreement is held to invalid, the remainder of this Agreement shall remain in full force and effect.
- h. Titles to the paragraphs of the Agreement are for informational purposes only and do not define, limit, or construe the contents of the paragraphs.
- i. This Agreement shall bind the Parties hereto and their respective successors and assigns.

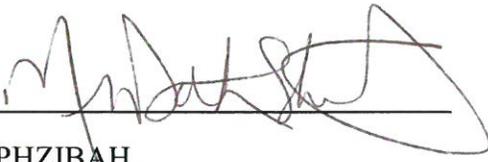
Executed on the date last written below, by:

\_\_\_\_\_  
BOARD OF EDUCATION OF OAK PARK  
ELEMENTARY SCHOOL DISTRICT NO. 97

By: \_\_\_\_\_

Its: \_\_\_\_\_

Dated: \_\_\_\_\_

  
\_\_\_\_\_

HEPHZIBAH  
CHILDREN'S ASSOCIATION

By: Merry Beth Sheets  
\_\_\_\_\_

Its: Executive Director  
\_\_\_\_\_

Dated: 9/3/19  
\_\_\_\_\_

**FOR ACTION:**

**AGENDA ITEM: 3.3.4**

**October 15, 2019**

**SUBJECT: Approval of Board of Education SY20 Professional Development**

**MOTION:** That the Board of Education of Oak Park District 97, approve the Professional Development plan for the Board of Education as presented on September 24, 2019.

**FOR ACTION:**

**AGENDA ITEM: 3.3.5**

**October 15, 2019**

**SUBJECT: Approval of the SY20 Desired Outcomes for Student Learning Performance and Action Plan (aka Equity Implementation Plan)**

**MOTION:** That the Board of Education of Oak Park District 97, approve the SY20 Desired Outcomes for Student Learning Performance and Action Plan (aka Equity Implementation Plan) with modifications to what was presented on September 24, including:



# Oak Park Elementary School District 97

260 Madison Oak Park Illinois 60302 ph: 708.524.3000 fax: 708.524.3019 [www.op97.org](http://www.op97.org)

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**TO:** Board of Education

**FROM:** Dr. Carol Kelley, Superintendent of Schools

**RE:** Approval of the SY20 Desired Outcomes for Student Learning Performance and Action Plan (aka Equity Implementation Plan)

**DATE:** October 15, 2019

Annually, our school district charts a course towards our vision of *creating positive learning environments for all D97 students that is equitable, inclusive and focused on the whole child*. This year, our annual operating plan was also aligned with our new BOE Policy (7:12) on Ensuring Racial and Educational Equity.

This evening, the Board of Education of Oak Park School District 97 is being asked to approve the SY20 Desired Outcomes for Student Learning Performance and Action Plan (aka Equity Implementation Plan) with modifications to what was presented on September 24, including:

- An area on the district's website to provide information and regular updates on our progress.
- We will continue to use the following racial equity analysis tool (as referenced in the policy), which was developed by National Equity Project ([click here](#)). This tool will be used to guide the development, implementation, and evaluation of policies, practices, procedures, and programs to address the impacts on racial equity.
- BOE Policy 7:12 requires the Board of Education to hold the Superintendent accountable for establishing annual goals that prioritize the requirements of this policy and making measurable progress in meeting these goals. This year, we have not set a specific student performance measurement target. However, the administration will be able to measure progress for each student demographic group during our progress updates to the BOE (*November 12, March 17, June 16*). We believe this is within the requirements of BOE Policy 7:12.
- Finally, it was suggested linking the plan to other reports, in easy-to-understand language. We have not made this change to the document since it is a working plan for the administration's use. However, during its learning session on October 29, the Board of Education will be able to select its learning priority for a year-long focus. Additionally, our schools and departments will continue to host events for families sharing information about the work we are doing in easy-to-understand language.

## **SY20 MEASURE OF STUDENT SUCCESS:**

1. By Spring 2020, increase the percentage of favorable responses to the statement: ***“When I am at school, I feel I belong”*** above 72% ---- as measured on the Positive Learning Environment Student Survey (PLESS)1
2. By Spring 2020, decrease disproportionality rates of Black students receiving office discipline referrals -- as measured by SWIS.
3. By Spring 2020, decrease the percentage of students who are chronically absent from school below 10.8%
4. By Spring 2020, increase the percentage of Grade 3 students reading at or above grade level above 74% -- as measured by NWEA/MAP.
5. By Spring 2020, increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Reading above 24% - as measured by NWEA/MAP
6. By Spring 2020, increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Math above 16% - as measured by NWEA/MAP
7. By Spring 2020, increase the percentage of students who are projected college ready in mathematics above 53% -- as measured by NWEA/MAP.
8. By Spring 2020, increase the percentage of students who are projected college ready in reading above 42% - as measured by NWEA/MAP

## **SY20 MEASURE OF ADULT SUCCESS:**

9. By Spring 2020, 10/10 schools completing Gender Support Team Team Training
10. By Spring 2020, 198/360 of selected students will have participated in “*Lunch N Learns*” focus groups.
11. By Spring 2020, 10/10 schools have an active SJC or book club.
12. By Spring 2020, 25 students (per middle school) will be active in YEMBA Affinity spaces.
13. By Spring 2020, 92% of students with disabilities receive specially designed instruction in an inclusive general education setting (monthly average)
14. By Spring 2020, 95% of teachers (monthly average) have received a score of 90% or above on the Quality Indicators of Specially Designed Instruction rubric
15. By Spring 2020, 100% of social workers and school psychologists trained in the delivery of interventions supportive of Trauma Informed Care
16. By Spring 2020, 20% of staff trained CHAMPS
17. By Spring 2020, 100% of schools have been actively use advisory, morning circles or cross-grade circles.
18. By Spring 2020, less than 2.06% of students receiving an in-school or out of school suspension
19. The district’s SY20 retention rate of teachers of color is 90%
20. By Spring 2020, literacy audit with review of findings will be shared with stakeholders.
21. By Spring 2020, 80% of K-5 teachers will report feeling comfort & confidence with use of K-5 literacy resources
22. By Spring 2020, 75% of teachers will report feeling comfort & confidence with the use of newly adopted K-5 word study resources
23. By Spring 2020, 78 families (qualifying) will be equipped with Internet for ALL
24. By Spring 2020, at least 85% of all students identified as needing Tier 2/ 3 support will have an active plan in Branching Minds.
25. By Spring 2020, 100% of instructional coaches will determine how to implement Ready for Rigor framework in their coaching with individual teachers and teams (by May 2020)
26. By Spring 2020, 100% of district cohort (63 candidates) will complete National Board Certification components 1 and 3 (by May 2020)
27. By Spring 2020, 100% of requests for acceleration will be completed within the 45 - 60 school day timeline
28. By Spring 2020, 8 out of 8 elementary schools will implement the provision of co-taught differentiated supports within the classroom as well as the redesigned “pull-out” units
29. By Spring 2020, 10 instructional technology programs will be reviewed to determine ROI (Return on Investment)/ROV (Return on Value)
30. By Spring 2020, 50 professional learning sessions will be provided for teacher librarians and (volunteer) staff around effective use of technology aligned to the personalization of learning, use of 4Cs and ISTE standards.

**AGENDA ITEM: 4.3.5**

October 15, 2019

**SUBJECT: 2019-2020 Transfer Resolution to Affect Interfund Transfers**

**MOTION:** That the Board of Education of Oak Park District 97 approve the attached Resolution to effect Interfund Transfers and to Authorize Transfers to Capital Projects Fund.



# Oak Park Elementary School District 97

260 Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ www.op97.org

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TO: Dr. Carol E. Kelley, Superintendent of Schools  
Board of Education, Oak Park School District 97

FROM: Mark Sheahan, Interim Chief School Business Official

RE: Approval of Resolution Calling for Public Hearing on Intent to Effect Interfund Transfers

DATE: October 13, 2019

## **Summary**

The Board of Education is authorized pursuant to Section 17-2A of the Illinois School Code to transfer, by resolution following a public hearing, money from any of the Educational, Operations and Maintenance, or Transportation Funds to any of the other said Funds.

A Public hearing was held at 7:00 o'clock P.M. on the 9th day of April, 2019 and after a notice of the hearing was made in a publication of general circulation in the District, *The Wednesday Journal*, at least once not more than 30 days nor less than seven days prior to the Hearing. Notice of hearing was also posted at least 48 hours before the hearing at the principal office of the school board as required by Section 17-2A.

The purpose of the hearing was to receive public comments on the proposal to transfer, pursuant to Section 17-2A of the Illinois School Code, the amounts of \$6,500,000 from the District's Educational Fund and \$4,000,000 from its Transportation Fund to the District's Operations and Maintenance Fund, to be used thereafter to eliminate the deficit in the District's Capital Projects Fund resulting from expenditures for capital projects at the Oliver Wendell Holmes Elementary School, recent capital improvements at various of the District's other attendance centers, and expenses related thereto.

**RESOLUTION TO EFFECT INTERFUND TRANSFERS  
AND TO AUTHORIZE TRANSFERS TO CAPITAL PROJECTS FUND**

**WHEREAS**, the Board of Education ("Board") of Oak Park Elementary School District No. 97, Cook County, Illinois (the "District") is authorized pursuant to Section 17-2A of the Illinois School Code to transfer, by resolution following a public hearing, money from any of the Educational, Operations and Maintenance, or Transportation Funds to any of the other said Funds; and

**WHEREAS**, this Board has previously found that it is necessary and in the best interests of the District to effect such transfers from the Educational Fund and the Transportation Fund to the Operations and Maintenance Fund, to be used thereafter to eliminate the deficit in the District's Capital Projects Fund resulting from expenditures for capital projects at the Oliver Wendell Holmes Elementary School, recent capital improvements at various of the District's other attendance centers, and expenses related thereto; and

**WHEREAS**, the Board has on March 27, 2019 published the attached notice of a public hearing on its intent to make such transfers, and has on April 9, 2019 conducted said public hearing;

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of Oak Park Elementary School District No. 97, Cook County, Illinois, as follows:

**Section 1. Incorporation of preambles.** All of the recitals contained in the above preambles to this Resolution are incorporated herein by reference.

**Section 2. Transfers to Operations and Maintenance Fund from Educational and from Transportation Funds.** The School Treasurer of the District is hereby authorized and directed to forthwith transfer the amounts of \$6,500,000 from the District's Educational Fund and \$4,000,000 from its Transportation Fund to the District's Operations and Maintenance Fund, to be used to thereafter to eliminate the deficit in the District's Capital Projects Fund resulting from expenditures for capital projects at the Oliver Wendell Holmes Elementary School, recent capital improvements at various of the District's other attendance centers, and expenses related thereto.

**Section 3. Transfers to Capital Projects Fund.** The Board further authorizes the Treasurer to transfer from time to time hereafter and prior to June 30, 2020 of up to \$13,500,000 from the Operations and Maintenance Fund to the Capital Projects Fund pursuant to Section 100.50(d)(2) of Title 23 of the Illinois Administrative Code, to be used for the above-described purpose.

**Section 4. Effective date.** This Resolution shall be in full force and effect forthwith upon its adoption.

Adopted on October 15, 2019 by the following roll call vote:

AYES:

NAYS:

ABSTAIN:

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President, Board of Education

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Secretary, Board of Education



# Oak Park Elementary School District 97

260 W. Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ www.op97.org

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**TO: Members, Board of Education  
Dr. Carol Kelley, Superintendent of Schools**

**FROM: Jeanne Keane, Senior Director of Buildings & Grounds**

**RE: Disposal of Outdated Inventory and Excess Furniture in Warehouse**

**DATE: October 15, 2019**

## **Summary**

In an effort to create space and remove outdated inventory at the warehouse we would like to sell, donate and/or dispose of mechanical and vehicle equipment, desks, chairs, computer lab chairs/ tables and other furniture that are no longer used.

Administration will be seeking board approval for the sale, donation and/ or disposal of these materials on October 29th, 2019.

Manufacturer	Model	Asset	Serial
Dell	E6500	23815	3DZ0GN1
Dell	Optiplex 760	10068	HP4LXH1
Dell	Optiplex 760	10070	CP4LXH1
Dell	Optiplex 760	10069	JP4LXH1
Dell	1503FP	D97-6350	MX-032DVX-47605-25K-B1TR
Dell	1503FP	D97-6346	MX-032DVX-47605-25K-B1U8
Dell	1503FP	NA	MX-032DVX-47605-258-BPUY
Apple	MacBook5,2	11321	W89353GG9GU
Apple	MacBook5,2	11292	W893556Z9GU
Apple	MacBook6,1	23331	W80114WW8PW
Apple	MacBook5,2	11305	W89353L79GU
Apple	MacBook6,1	23329	W80114XR8PW
Dell	Optiplex 760	11991	CT1LXH1
Dell	Optiplex 760	11983	HS1LXH1
Mitsubishi	XD221U-G	40351	0001642
HP	SNPRC-0702-01	NA	CN0783K0JR
Apple	MacBook	20471	
Apple	iPad		
test	test	test	

<b>Manufacturer</b>	<b>Asset Tag</b>	<b>Type</b>
Apple	33455	iPad
Apple	33426	iPad
Apple	33513	iPad
Apple	33450	iPad
Apple	20488	iPad
Apple	20485	iPad
Apple	32553	iPad
Apple	20487	iPad
Apple	33474	iPad
Apple	25214	iPad
Apple	42057	iPad
Apple	20484	iPad
Apple	20480	iPad

<b>Asset</b>	<b>Model</b>	<b>Serial #</b>	<b>Notes</b>
30855	iPad mini	F7NMNHV4FP84	old
27477	iPad Air 1	DMQN1F9VFK10	broken
38110	iPad 5th Gen	F9FTEVJQQHLF9	broken
36402	iPad Air 2	DMPT4YF6HG5D	broken
	Macbook Pro #3 Screen		broken
	Macbook Pro #11 Screen		broken
	Macbook Pro #19 Screen		Not Working
	Chromebook Screen	DNZ1208478201KX	Cracked
	Chromebook Screen	DNZ120855Z2025A	Broken
	Macbook Air Screen		Broken
	Macbook Air Screen		Broken
	180gb SSD		Broken
32396	iPad 5th Gen	F9JTV4VVHLF9	Not Fixable
32018	iPad 5th Gen	F9FTV1T0HLF9	Not Fixable
32368	iPad 5th Gen	F9JTV01RHLF9	Not Fixable
38129	iPad 5th Gen	F9FTVX63HLF9	Not Fixable
42050	iPad Air 2	DMPQC5DYG5VJ	Will not turn on
30859	iPad Mini	F7NMNAMEFP84	broken
	Chromebook Screen	DNZ1Q01476203HZ	Broken
	Chromebook Screen	DNZ1Q0147620355	Broken
	VGA Card		Broken
37348	ZTE Hotspot		Broken
	Macbook Charger		Broken
	Laptop Charger		Broken
	Laptop Charger		Broken
21064	iPad 4th Gen	DMQK83BUF182	icloud locked
20970	iPad 4th Gen	DMRK9MSUF182	icloud locked
21255	A1458	DMPK970ZF182	Broken
31203	A1538	DLXSEB2HHGJ1	Broken
32907	A1432	F7PLJSVTFP84	Broken
30856	A1432	F7NMNTYNFP84	Broken
30857	A1432	F7NMNSSUFP84	Broken
30858	A1432	F7NMNSG0FP84	Broken
	Monitor Dell E2218HB	ZN0V8JY27426131708YL	broken
25077	A1219	D4044309Z38	broken
24312	Latitude E6150		obsolete
23702	Latitude E6500		obsolete
20714	iPod A1367		obsolete
31156	A1538	F9FRG430GHKF	broken
	iPhone A1332		obsolete
26634	AIR-CAP2602I-A-K9	FTX1717J0DR	Obsolete
26633	AIR-CAP2602I-A-K9	FTX1717J0CP	Obsolete
26632	AIR-CAP2602I-A-K9	FTX1717J0D0	Obsolete
26631	AIR-CAP2602I-A-K9	FTX1718J11F	Obsolete

26630	AIR-CAP2602I-A-K9	FTX1717J0EA	Obsolete
26628	AIR-CAP2602I-A-K9	FTX1718J150	Obsolete
26620	AIR-CAP2602I-A-K9	FTX1718J14B	Obsolete
26627	AIR-CAP2602I-A-K9	FTX1718J14D	Obsolete
26625	AIR-CAP2602I-A-K9	FTX1718J131	Obsolete
26621	AIR-CAP2602I-A-K9	FTX1718J12L	Obsolete
26626	AIR-CAP2602I-A-K9	FTX1718J15H	Obsolete
26697	AIR-CAP2602I-A-K9	FTX1718J151	Obsolete
26696	AIR-CAP2602I-A-K9	FTX1718J152	Obsolete
26695	AIR-CAP2602I-A-K9	FTX1718J14S	Obsolete
26698	AIR-CAP2602I-A-K9	FTX1718J14P	Obsolete
26699	AIR-CAP2602I-A-K9	FTX1718J14N	Obsolete
26622	AIR-CAP2602I-A-K9	FTX1718J12M	Obsolete
26623	AIR-CAP2602I-A-K9	FTX1718J12C	Obsolete
26624	AIR-CAP2602I-A-K9	FTX1718J12Z	Obsolete
26641	AIR-CAP2602I-A-K9	FTX1718J13T	Obsolete
26642	AIR-CAP2602I-A-K9	FTX1718J11W	Obsolete
26643	AIR-CAP2602I-A-K9	FTX1718J13M	Obsolete
26640	AIR-CAP2602I-A-K9	FTX1718J11T	Obsolete
26638	AIR-CAP2602I-A-K9	FTX1718J136	Obsolete
26644	AIR-CAP2602I-A-K9	FTX1718J11S	Obsolete
26684	AIR-CAP2602I-A-K9	FTX1718J130	Obsolete
26683	AIR-CAP2602I-A-K9	FTX1718J13G	Obsolete
26682	AIR-CAP2602I-A-K9	FTX1718J125	Obsolete
26681	AIR-CAP2602I-A-K9	FTX1718J12E	Obsolete
26680	AIR-CAP2602I-A-K9	FTX1718J12Y	Obsolete
26687	AIR-CAP2602I-A-K9	FTX1718J14A	Obsolete
26688	AIR-CAP2602I-A-K9	FTX1718J14J	Obsolete
26686	AIR-CAP2602I-A-K9	FTX1718J14G	Obsolete
26689	AIR-CAP2602I-A-K9	FTX1718J14C	Obsolete
26685	AIR-CAP2602I-A-K9	FTX1718J13U	Obsolete
26691	AIR-CAP2602I-A-K9	FTX1718J12H	Obsolete
26692	AIR-CAP2602I-A-K9	FTX1718J128	Obsolete
26690	AIR-CAP2602I-A-K9	FTX1718J13F	Obsolete
26693	AIR-CAP2602I-A-K9	FTX1718J13C	Obsolete
26694	AIR-CAP2602I-A-K9	FTX1718J12P	Obsolete
26647	AIR-CAP2602I-A-K9	FTX1718J123	Obsolete
26649	AIR-CAP2602I-A-K9	FTX1718J121	Obsolete
26629	AIR-CAP2602I-A-K9	FTX1718J15A	Obsolete
26648	AIR-CAP2602I-A-K9	FTX1718J11X	Obsolete
26645	AIR-CAP2602I-A-K9	FTX1718J12A	Obsolete
26639	AIR-CAP2602I-A-K9	FTX1718J11Q	Obsolete
26636	AIR-CAP2602I-A-K9	FTX1718J11Z	Obsolete
26668	AIR-CAP2602I-A-K9	FTX1718J142	Obsolete
26667	AIR-CAP2602I-A-K9	FTX1718J15B	Obsolete
	AIR-CAP2602I-A-K9	FTX1718J140	Obsolete
26665	AIR-CAP2602I-A-K9	FTX1718J14F	Obsolete
26669	AIR-CAP2602I-A-K9	FTX1718J14Q	Obsolete
26670	AIR-CAP2602I-A-K9	FTX1718J133	Obsolete
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26672	AIR-CAP2602I-A-K9	FTX1718J117	Obsolete
26673	AIR-CAP2602I-A-K9	FTX1718J12J	Obsolete
26674	AIR-CAP2602I-A-K9	FTX1718J139	Obsolete
26650	AIR-CAP2602I-A-K9	FTX1718J13Y	Obsolete
26651	AIR-CAP2602I-A-K9	FTX1718J14U	Obsolete
26652	AIR-CAP2602I-A-K9	FTX1718J13V	Obsolete

26653	AIR-CAP2602I-A-K9	FTX1718J13Z	Obsolete
26654	AIR-CAP2602I-A-K9	FTX1718J13W	Obsolete
26635	AIR-CAP2602I-A-K9	FTX1718J138	Obsolete
26662	AIR-CAP2602I-A-K9	FTX1717J0H1	Obsolete
26655	AIR-CAP2602I-A-K9	FTX1718J12R	Obsolete
26656	AIR-CAP2602I-A-K9	FTX1718J127	Obsolete
26657	AIR-CAP2602I-A-K9	FTX1718J12T	Obsolete
26658	AIR-CAP2602I-A-K9	FTX1718J12Q	Obsolete
26659	AIR-CAP2602I-A-K9	FTX1718J12N	Obsolete
26675	AIR-CAP2602I-A-K9	FTX1718J155	Obsolete
26676	AIR-CAP2602I-A-K9	FTX1718J13X	Obsolete
26677	AIR-CAP2602I-A-K9	FTX1718J14W	Obsolete
26678	AIR-CAP2602I-A-K9	FTX1718J14Z	Obsolete
26679	AIR-CAP2602I-A-K9	FTX1718J14V	Obsolete
26637	AIR-CAP2602I-A-K9	FTX1718J11H	Obsolete
26619	AIR-CAP2602I-A-K9	FTX1718J157	Obsolete
26544	AIR-CAP2602I-A-K9	FTX1718J129	Obsolete
26545	AIR-CAP2602I-A-K9	FTX1718J137	Obsolete
26546	AIR-CAP2602I-A-K9	FTX1718J120	Obsolete
26547	AIR-CAP2602I-A-K9	FTX1718J11A	Obsolete
26548	AIR-CAP2602I-A-K9	FTX1718J12W	Obsolete
26549	AIR-CAP2602I-A-K9	FTX1718J124	Obsolete
26550	AIR-CAP2602I-A-K9	FTX1718J11J	Obsolete
26551	AIR-CAP2602I-A-K9	FTX1718J14X	Obsolete
26552	AIR-CAP2602I-A-K9	FTX1718J134	Obsolete
26553	AIR-CAP2602I-A-K9	FTX1718J11N	Obsolete
26556	AIR-CAP2602I-A-K9	FTX1718J122	Obsolete
26567	AIR-CAP2602I-A-K9	FTX1718J11K	Obsolete
26566	AIR-CAP2602I-A-K9	FTX1718J11D	Obsolete
26565	AIR-CAP2602I-A-K9	FTX1718J147	Obsolete
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26562	AIR-CAP2602I-A-K9	FTX1717J0H0	Obsolete
26561	AIR-CAP2602I-A-K9	FTX1718J145	Obsolete
26560	AIR-CAP2602I-A-K9	FTX1718J11U	Obsolete
26559	AIR-CAP2602I-A-K9	FTX1718J158	Obsolete
26558	AIR-CAP2602I-A-K9	FTX1718J156	Obsolete
26557	AIR-CAP2602I-A-K9	FTX1718J14L	Obsolete
26555	AIR-CAP2602I-A-K9	FTX1718J14K	Obsolete
26646	AIR-CAP2602I-A-K9	FTX1718J126	Obsolete
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26571	AIR-CAP2602I-A-K9	FTX1718J14M	Obsolete
26572	AIR-CAP2602I-A-K9	FTX1718J11P	Obsolete
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26575	AIR-CAP2602I-A-K9	FTX1718J144	Obsolete
26576	AIR-CAP2602I-A-K9	FTX1718J14E	Obsolete
26577	AIR-CAP2602I-A-K9	FTX1718J13K	Obsolete
26587	AIR-CAP2602I-A-K9	FTX1718J14T	Obsolete
26586	AIR-CAP2602I-A-K9	FTX1718J15G	Obsolete
26585	AIR-CAP2602I-A-K9	FTX1718J14Y	Obsolete
26584	AIR-CAP2602I-A-K9	FTX1718J159	Obsolete
26583	AIR-CAP2602I-A-K9	FTX1718J14H	Obsolete
26582	AIR-CAP2602I-A-K9	FTX1718J118	Obsolete
26581	AIR-CAP2602I-A-K9	FTX1718J119	Obsolete

26580	AIR-CAP2602I-A-K9	FTX1717J0H2	Obsolete
26579	AIR-CAP2602I-A-K9	FTX1718J13R	Obsolete
26578	AIR-CAP2602I-A-K9	FTX1718J116	Obsolete
26574	AIR-CAP2602I-A-K9	FTX1718J153	Obsolete
26660	AIR-CAP2602I-A-K9	FTX1718J114	Obsolete
26661	AIR-CAP2602I-A-K9	FTX1718J11M	Obsolete
26597	AIR-CAP2602I-A-K9	FTX1718J115	Obsolete
26589	AIR-CAP2602I-A-K9	FTX1718J13J	Obsolete
26590	AIR-CAP2602I-A-K9	FTX1718J135	Obsolete
26591	AIR-CAP2602I-A-K9	FTX1718J13S	Obsolete
26592	AIR-CAP2602I-A-K9	FTX1718J13L	Obsolete
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26595	AIR-CAP2602I-A-K9	FTX1718J11V	Obsolete
26596	AIR-CAP2602I-A-K9	FTX1718J12V	Obsolete
26604	AIR-CAP2602I-A-K9	FTX1718J12G	Obsolete
26603	AIR-CAP2602I-A-K9	FTX1718J12X	Obsolete
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26601	AIR-CAP2602I-A-K9	FTX1718J12D	Obsolete
26600	AIR-CAP2602I-A-K9	FTX1718J12U	Obsolete
26599	AIR-CAP2602I-A-K9	FTX1718J12K	Obsolete
26598	AIR-CAP2602I-A-K9	FTX1718J12B	Obsolete
26554	AIR-CAP2602I-A-K9	FTX1718J0NY	Obsolete
26613	AIR-CAP2602I-A-K9	FTX1718J11L	Obsolete
26612	AIR-CAP2602I-A-K9	FTX1718J13D	Obsolete
26611	AIR-CAP2602I-A-K9	FTX1718J12S	Obsolete
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26588	AIR-CAP2602I-A-K9	FTX1718J13N	Obsolete
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26606	AIR-CAP2602I-A-K9	FTX1718J13E	Obsolete
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26945	AIR-CAP1602I-A-K9	FGL1726X468	Obsolete
26944	AIR-CAP1602I-A-K9	FGL1726X48Q	Obsolete
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25886	AIR-CAP1602I-A-K9	FGL1717X7V5	Obsolete
25870	AIR-CAP1602I-A-K9	FGL1717X7WL	Obsolete
25887	AIR-CAP1602I-A-K9	FGL1717X7UR	Obsolete
25866	AIR-CAP1602I-A-K9	FGL1717X7W1	Obsolete
26921	AIR-CAP1602I-A-K9	FGL1725W922	Obsolete
26943	AIR-CAP1602I-A-K9	FGL1725W913	Obsolete
26942	AIR-CAP1602I-A-K9	FGL1725W928	Obsolete

26941	AIR-CAP1602I-A-K9	FGL1726X475	Obsolete
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26940	AIR-CAP1602I-A-K9	FGL1726X46J	Obsolete
26939	AIR-CAP1602I-A-K9	FGL1725W91W	Obsolete
26925	AIR-CAP1602I-A-K9	FGL1725W90R	Obsolete
26924	AIR-CAP1602I-A-K9	FGL1726X46C	Obsolete
26923	AIR-CAP1602I-A-K9	FGL1725W91V	Obsolete
25862	AIR-CAP1602I-A-K9	FGL1717X7VE	Obsolete
26922	AIR-CAP1602I-A-K9	FGL1725W91M	Obsolete
25869	AIR-CAP1602I-A-K9	FGL1717X7WF	Obsolete
25871	AIR-CAP1602I-A-K9	FGL1717X7WG	Obsolete
26964	AIR-CAP1602I-A-K9	FGL1726X487	Obsolete
25889	AIR-CAP1602I-A-K9	FGL1717X7W2	Obsolete
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25857	AIR-CAP1602I-A-K9	FGL1717X7WB	Obsolete
25885	AIR-CAP1602I-A-K9	FGL1717X7VS	Obsolete
25859	AIR-CAP1602I-A-K9	FGL1717X7UZ	Obsolete
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26906	AIR-CAP1602I-A-K9	FGL1730X4FP	Obsolete
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	AIR-CAP1602I-A-K9	FGL1717X7VA	Obsolete
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26911	AIR-CAP1602I-A-K9	FGL1730X4FU	Obsolete
26910	AIR-CAP1602I-A-K9	FGL1730X4FW	Obsolete
26908	AIR-CAP1602I-A-K9	FGL1730X4FR	Obsolete
25803	AIR-CAP1602I-A-K9	FGL1717X7V4	Obsolete
25873	AIR-CAP1602I-A-K9	FGL1717X7VL	Obsolete
25766	AIR-CAP1602I-A-K9	FGL1717X7V0	Obsolete
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25771	AIR-CAP1602I-A-K9	FGL1717X7UN	Obsolete
25767	AIR-CAP1602I-A-K9	FGL1717X7VH	Obsolete
25794	AIR-CAP1602I-A-K9	FGL1717X7VJ	Obsolete
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25719	AIR-CAP1602I-A-K9	FGL1717X7W7	Obsolete

25804	AIR-CAP1602I-A-K9	FGL1717X7V3	Obsolete
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25800	AIR-CAP1602I-A-K9	FGL1717X7WK	Obsolete
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25879	AIR-CAP1602I-A-K9	FGL1717X7VQ	Obsolete
25881	AIR-CAP1602I-A-K9	FGL1717X7VV	Obsolete
25797	AIR-CAP1602I-A-K9	FGL1717X7VY	Obsolete
25882	AIR-CAP1602I-A-K9	FGL1717X7VN	Obsolete
25802	AIR-CAP1602I-A-K9	FGL1717X7V8	Obsolete
25789	AIR-CAP1602I-A-K9	FGL1717X7VZ	Obsolete
25799	AIR-CAP1602I-A-K9	FGL1717X7WQ	Obsolete
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25795	AIR-CAP1602I-A-K9	FGL1717X7WA	Obsolete
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37389	MF920VS	3.20776E+11	Obsolete
37349	MF920VS	3.20576E+11	Obsolete
37361	MF920VS	3.20176E+11	Obsolete
37351	MF920VS	3.20576E+11	Obsolete
37366	MF920VS	3.20176E+11	Obsolete
37373	MF920VS	3.20776E+11	Obsolete
37353	MF920VS	3.20576E+11	Obsolete
37385	MF920VS	3.20176E+11	Obsolete
37387	MF920VS	3.20176E+11	Obsolete
37362	MF920VS	3.20176E+11	Obsolete
37376	MF920VS	3.20176E+11	Obsolete
37364	MF920VS	3.20176E+11	Obsolete
37350	MF920VS	3.20576E+11	Obsolete
37371	MF920VS	3.20776E+11	Obsolete
37377	MF920VS	3.20176E+11	Obsolete
37369	MF920VS	3.20176E+11	Obsolete
37372	MF920VS	3.20776E+11	Obsolete
37386	MF920VS	3.20176E+11	Obsolete
37384	MF920VS	3.20176E+11	Obsolete
	Fast Etherlink	6TQ16E1743	Obsolete
36519	Chromebook R751TN	NXGNJAA002726143ED7600	Broken
37309	A1566	DMPT8A8WHG5D	Broken
39127	Chromebook R751TN	NXGNJAA002726110827600	Broken
39135	Chromebook R751TN	NXGNJAA00272610F927600	Broken
26946	Air-LAP1142N	FTX1330S9ET	Obsolete
26852	Air-LAP1142N	FTX1518E60S	Obsolete
25867	Air-Cap-1602i	FGL1717X7UW	Obsolete

<b>Asset</b>	<b>Model</b>	<b>Serial #</b>	<b>Notes</b>
27811	A1432	F7NM36ZFXP84	Broken
33272	A1432	F7PLJ0UFFP84	Broken
27851	A1432	F7QM395YFP84	Broken
26411	A1432	F4LKF2TDF193	Broken
32551	A1474	DMQLP89YFK10	Broken
25086	A1219	J30490VJZ38	Broken
20489	A1395	DMPHGY68DFHW	Broken
25091	A1219	J304908KZ38	Broken
25124	A1395	DQTFNXAJDFHW	Broken
42028	a1566	dmpq9cv1g5vj	Broken
	LACIE CD DRIVE	13110389	Obsolete
23534	DELL LAPTOP		Obsolete
23378	DELL LAPTOP		Obsolete
20738	DELL LAPTOP		Obsolete
	DELL LAPTOP		Obsolete
	DELL LAPTOP CHARGER		Obsolete
	DELL LAPTOP CHARGER		Obsolete
	DELL LAPTOP CHARGER		Obsolete
	DELL LAPTOP CHARGER		Obsolete
	iBook G4		Obsolete
11285	iBook G4		Obsolete
43117	Belkin Keyboard	1547505172	Broken



## **Community Engagement Committee Meeting October 7, 2019 Summary**

The Community Engagement Committee of the Board of Education of District 97 met on October 7, 2019. The committee was joined by Board of Education President Keecia Broy, who will be stepping into the liaison role until January in place of Rob Breymaier. CCE has a new member, Karen Montiel, who will begin in November. Miller reiterated that she will be stepping down as Chair and she asked the other members to consider taking the position.

Amanda Siegfried shared data on communications from a survey that was sent out to the community in tandem with the equity policy implementation. Broy discussed the role of CCE as ideally helping the BOE with its governance. There was a conversation on educating the community as to the differing roles of the BOE and the Administrations. She stated that she and Miller had met and decided CCE should meet when needed and should continue to have conversation about how to strategically get a head of issues. CCE will be meeting in November to discuss strategies on rolling out information on three specific topics.



## **Financial Oversight and Review Committee Meeting October 10, 2019 Recommendations**

### **Expiration of TIF**

The Financial Oversight and Review Committee of the Board of Education of District 97 met on October 10, 2019. FORC recommended that the district capture the estimated \$5.1 million from the expiration of the TIF. The vote was unanimous.

### **Timing/Amount of Issuance of Remaining Referendum Bonds**

The Financial Oversight and Review Committee of the Board of Education of District 97 met on October 10, 2019. FORC recommended that the district issue the \$27.5 million of remaining Capital referendum bonds for construction projects scheduled for the summers of 2020 & 2021. 5 members voted to send the recommendation to the full Board of Education. One member abstained from voting on the recommendation.



**OAK PARK ELEMENTARY SCHOOL DISTRICT 97**  
**260 MADISON STREET, OAK PARK, ILLINOIS**  
**BOARD MEETING**  
**October 29, 2019, 7:00 PM**

**BOARD NORMS**

- Equity of voice
- Brevity
- Disciplined thought
- Preparation
- Authentic, genuine conversations
- Respectful tone and intent
- Listen
- Assume positive intent

**District 97 Vision and Goals**

*Create a positive learning environment for all students that is equitable, inclusive and focused on the whole child.*

**1. Inclusivity**

*The collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.*

**2. Positive Learning Environment**

*A place where all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.*

**3. Equity**

*The practice of beliefs and creation of systems that provide access and opportunities, fair treatment, and full inclusion of all students. This applies across race, ethnicity, socioeconomic status, gender identity and expression, disability and different learning needs, sexual orientation, language, immigrant status, religion, and other characteristics in order to realize equitable opportunities and outcomes for everyone.*

**4. Whole-Child-Focused**

*Supporting, measuring and celebrating all aspects of a student's development (social/emotional, academic, physical, artistic) through caring and respectful relationships.*

**We will ensure that every D97 student witnesses, achieves or begins experiencing what it means to be:**

**A known, nurtured and celebrated LEARNER.**

**An empowered and passionate SCHOLAR.**

**A confident and persistent ACHIEVER.**

**A creative CRITICAL THINKER AND GLOBAL CITIZEN**

**5:30 PM - Board Professional Development Session**

**1. 7:30 PM - PUBLIC**

1. 1. Public Comment

**2. 7:45 PM - SPECIAL REPORT**

2. 1. Financial and Capital Projections and FORC Recommendations

**3. 8:30 PM - ACTION ITEMS**

3. 1. **Minutes**

3. 1. 1. Approval of Minutes from the October 15, 2019 Board Meeting

3. 2. **Consent Agenda**

3. 2. 1. Bill List

3. 2. 2. Personnel

3. 2. 3. Disposal of Property (10/15/2019)

3. 3. **General**

3. 3. 1. Approval of Partnership with the Village of Oak Park regarding the Fiber Project  
(10/15/2019)

4. **8:45 PM - ADMINISTRATIVE ITEMS**

4. 1. Library Renovation Update (expected action 11/12/2019)

5. **9:00 PM - BOARD ASSIGNMENTS**

5. 1. Standing Board Committee Liaison Report Follow Up (as needed - FAC, FORC, CCE and CLAIM)  
5. 2. Intergovernmental Liaison Report Follow Up (as needed - IGOV, COG, PTO Council, CEC, OPEF, Community Council, Tri-Board on Equity, Policy, and Self-Evaluation)  
5. 3. IASB Resolution Positions

6. **9:15 PM - CONCLUDING ITEMS**

6. 1. Board Remarks  
6. 2. Agenda Maintenance

7. **9:30 PM - EXECUTIVE SESSION** - (Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees or Legal Counsel for the District 5 ILCS 120/2(C)(1))

8. **10:00 PM - ADJOURNMENT**

9. **INFORMATION ONLY**

9. 1. Treasurer's Report

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The next regularly scheduled meeting of the Board will be on Tuesday, November 12, 2019 beginning at 7:00 p.m., at the Administration building located at 260 Madison Street, Oak Park.

The Oak Park School District 97 does not discriminate on the basis of disabilities in the admission or access to its programs or activities. We invite individuals requiring reasonable accommodation to contact the ADA Coordinator (524-3030) at least 48 hours before the scheduled meeting time. This agenda can also be made available on audiotape.



# Oak Park Elementary School District 97

260 Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ [www.op97.org](http://www.op97.org)

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**TO:** Dr. Carol Kelley, Superintendent

**FROM:** Dr. Felicia Starks Turner, Senior Director of Student & Administrative Services

**RE:** Monthly Chronic Absenteeism Attendance Report

**DATE:** October 3, 2019

**Attached is the monthly attendance report. This report reflects attendance information for students who are at a 90% attendance rate or higher from September 1, 2019 – September 30, 2019.**

**Please let me know if you need additional information.**



# Oak Park Elementary School District 97

## **2019 - 2020**

### **CHRONIC ABSENTEEISM ATTENDANCE REPORT (9/1/2019 – 9/30/19)**

This report provides a cumulative overview of student attendance data, year to date for the current school year.

Kristin Imberger  
Student Data Coordinator

# Oak Park Elementary School District 97

## Year to Date Chronic Absenteeism Attendance Report

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### Year to Date Attendance

The purpose of this report is to provide a cumulative overview of student attendance. Charts and graphs represent the percentage of students within the chart's demographic who are at a 90% attendance rate or higher year to date.

If a student is absent 10% or more of school days of the most recent academic school year, including absences with and without valid cause and out of school suspensions, then they are identified as a chronic absentee based on the guidelines from the Illinois School Code ([105 ILCS 5/26-18](#))

## District 97 attendance rate (9/1/19 – 9/30/19): 91.5%\*

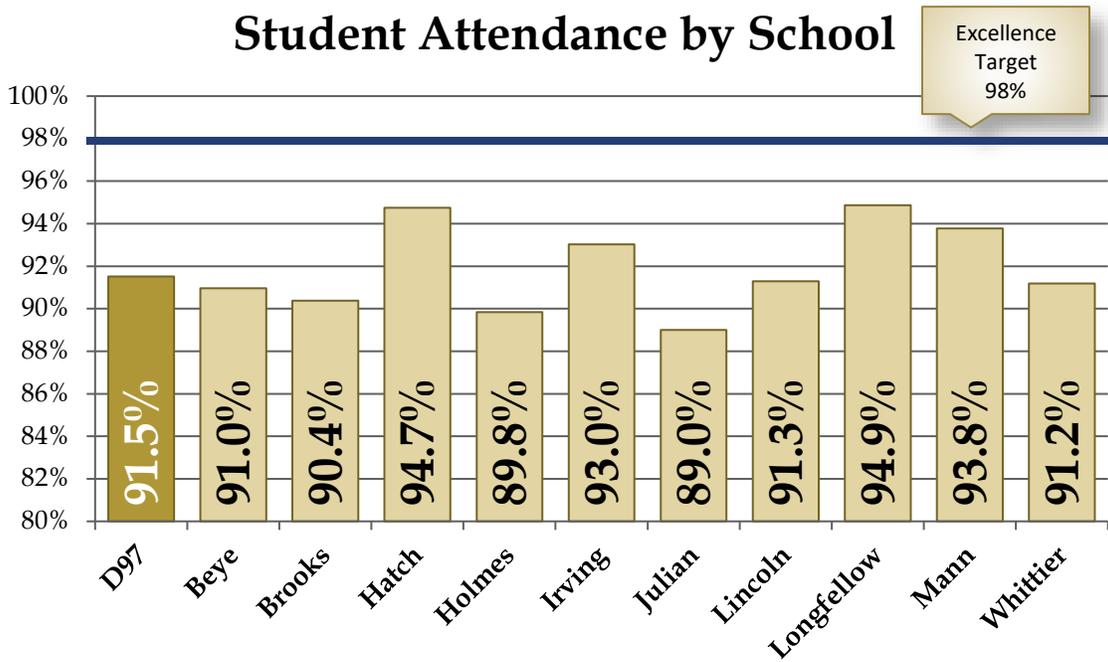
*\*The percentages reflected in this report are the percentage of students with 90% attendance or higher for September 1 – September 30, 2019. PKP, students in Special Placement and Homeschooled students are excluded from this number*

Grade	Total # of Instructional Minutes <sup>i</sup>	Full Day Credit	½ Day Credit	Zero Credit
K – 1	240	240+	120 – 239	119 or less
2 – 12	300	300+	150 – 299	149 or less

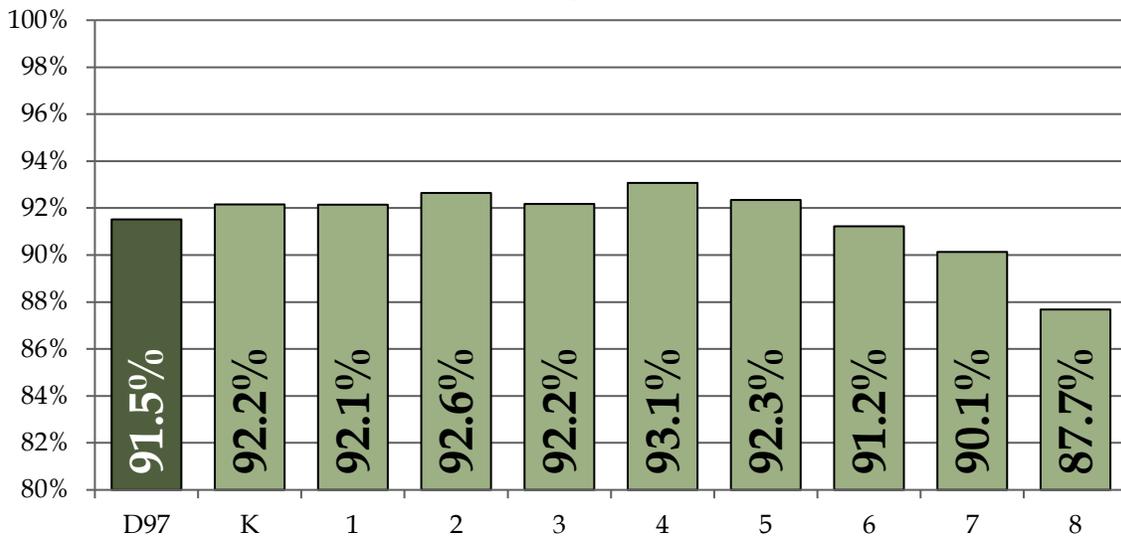
Month	Number of Instructional Days	Total # of days a student must be present to achieve 90% or more monthly attendance rate
August	3	2.7
September	20	18
October	23	20.7
November	17	15.3
December	15	13.5
January	19	17.1
February	19	17.1
March	16	14.4
April	21	18.9
May	20	18
June	5	4.5

Oak Park Elementary School District 97  
Year to Date Chronic Absenteeism Attendance Report

Student Attendance by School



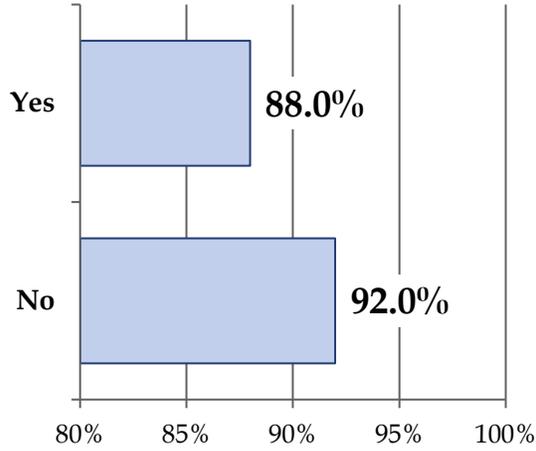
Attendance by Grade Level



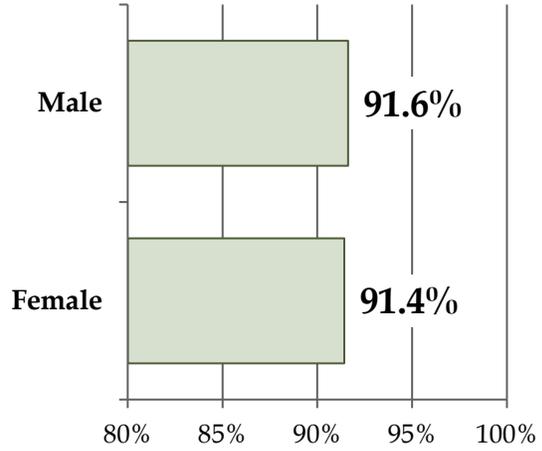
Oak Park Elementary School District 97  
Year to Date Chronic Absenteeism Attendance Report

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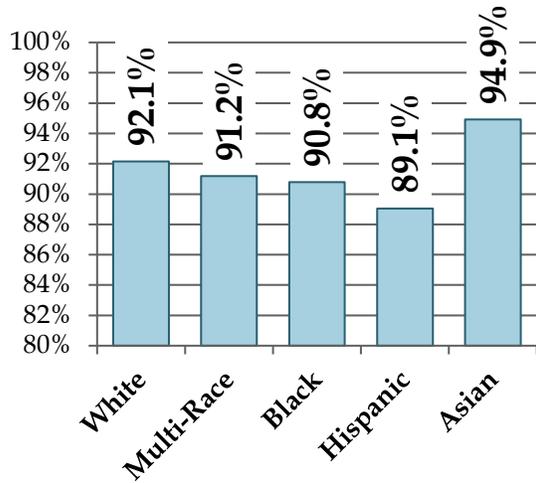
### IEP Status



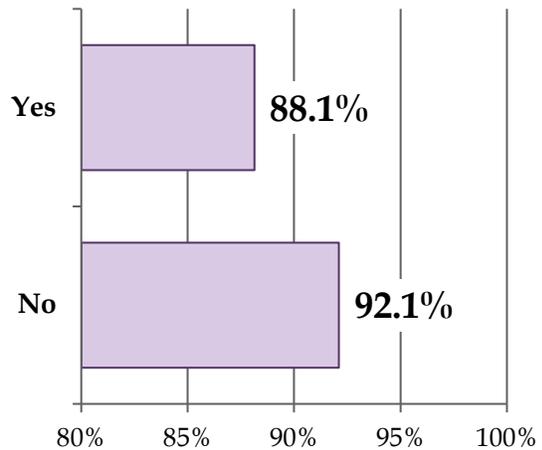
### Gender



### Race



### Low Income



# Oak Park Elementary School District 97

## Year to Date Chronic Absenteeism Attendance Report

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### Attendance

District 97's elementary schools utilize the Illinois best practice "Time to Day" automated calculation when taking daily attendance. Per the chart on page 2, Illinois School Code ties attendance to instructional minutes per grade level. The state's requirement for instructional minutes may mean that a child arriving very late or leaving very early from school will be counted as absent. The "Time to Day" calculation simplifies this process by allowing the school to enter the time of day students arrive late or leave early to automatically calculate their attendance for that day. The district's middle schools do not utilize this calculation because they take attendance each class period.