

WEST NORTHFIELD SCHOOL DISTRICT 31
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
Per COVID-19 Executive Order No.5, District 31's Board Meeting Was Done Remotely
7:00 June 25, 2020

CALL TO ORDER

The regular meeting of the Board of Education was called to order by President Melissa Choo Valentinas at 7:06pm.

ROLL CALL

Board Members:

Present:

Melissa Choo Valentinas
Laura Greenberg
Daphne Frank
Robert Resis
Jeffrey Steres
Maria Vasilopoulos
Nancy Hammer

District Administration Present:

Dr. Erin K. Murphy, Superintendent of Schools
Mrs. Catherine M. Lauria, Asst Superintendent Finance & Operations/CSBO
Dr. April Miller, Principal Field Middle School
Dr. Janine Gruhn, Director of Special Education
Mr. Nino Alvarez, Winkelman Assistant Principal

A quorum of the Board was confirmed by President, Melissa Choo Valentinas

ADDITIONS OR CHANGES TO THE AGENDA

- Superintendent Erin Murphy moved the action item VIII. A. Appointment of New Winkelman Principal ahead of the presentation.
- Superintendent added a discussion item on how to conduct Board of Education meetings moving forward in Phase 4.
- Member Jeffrey Steres requested that consent agenda item VII. A. Approval of May 28, 2020 open session minutes be removed from the consent agenda and added as a regular item on the agenda.

READING OF COMMUNICATIONS TO THE BOARD OF EDUCATION

- None

RECOGNITION OF AUDIENCE

President Melissa Choo Valentinas stated that the Board of Education is having a dilemma on trying to remain transparent and getting questions answered in a timely manner. The issue that the district is experiencing is that the information from the State of Illinois is coming to the District very late which makes it difficult to get the Board of Education packet out in a timely manner to the community in order to review in a timely manner to prepare questions. President Melissa Choo Valentinas stated that the Board of Education is going to go back to protocol and not answer questions that have been submitted through public comment. The Board of Education needs time to meet together to discuss if the issues need to be discussed at the following meeting. A Board member may ask a clarifying question but will not respond. If a community member does have a question, there is a second recognition of the audience at the end of the open meeting. That would be the time to submit your questions and the Board of Education will review the questions after the meeting and if needed add them as a discussion item for the next public meeting.

Superintendent Erin Murphy read the following comments from the audience, received via the google form.

Dear Dr. Murphy, Dr. Miller, and District 31 Board Members,

FYI: This is a condensed version of a previous letter that is now being submitted as a public comment.

First, thank you for the recent letter to our District 31 community. We appreciate the denouncing of bigotry and the commitment to learning, starting with the equity audit. However, we urge you to also consider taking an even stronger stance at this time.

Participating in an equity audit is a great decision, but this puts yet another year between inaction and action. Instead of waiting, consider forming an anti-racism task force now, making sure to include the few diverse teachers and staff we have. Make our district's goals and commitments to anti-racism available to our district's families. Allow your staff/teachers/administrators to do a book study (How to Be an Anti-Racist or Culturally Responsive Teaching & the Brain are all good places to start) or incorporate mandatory equity training in the fall so that at least everyone has a common vocabulary and mindset in order to begin the journey of anti-racism. Share resources with our district's families and students so we all understand these terms and have ways to explore anti-racism on our own.

As a public high school teacher for over two decades, I have realized that saying that one is pro-diversity and inclusion is not equal to stating that one is actively committed to being anti-racist. Some may say that public statements of anti-racism are too political or provocative, but remember that education by its very nature is political and provocative. Schools write curriculum, teachers make choices about texts to use in the classroom, school boards decide which holidays to celebrate or not. And in today's world, staying passive is also political and provocative.

District 31's mission is to "prepare today's students for tomorrow's world... [to] educate our children to

achieve their highest growth potential in all growth areas—intellectual, emotional, social, and physical.” How better to prepare our students for tomorrow’s world in all these growth areas than by teaching them that we have voices, that our strength is in our diverse community, and that we can use our voices and strengths to help support those who need it? Staying silent is not a neutral act.

We appreciate our district’s promise of examining diversity and inclusion, which is why we strongly ask you to consider clarifying your actions before the start of the new school year by communicating to the families of this district that you will call out racism and that you openly commit now to making concrete decisions to be anti-racist in all ways possible.

Thank you,

Wileen and John Hsing

Dear District 31 Board Members and Administrators,

I am writing to you today to express my frustration and dissatisfaction with the way in which you have chosen to respond to one of the three crises that our nation is currently facing. As a country, we are facing public health and economic crises due to COVID-19. It has no doubt touched each and every community within the United States, as well as the world at large. The third crisis I am referring to is the racial crisis that isn’t new, but in this most recent instance comes in the wake of the systemic murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and countless other Black men, women, and children.

As a group, you had an opportunity to demonstrate to the families within District 31 and members of both the Northbrook and Glenview community that as an educational institution you actively condemn racism in all of its forms. Including the very real racism that exists here in Northbrook and Glenview, Illinois. As an alumni of District 31, I am telling you that you fell short. Your message feels as if you are more concerned about being professional than compassionately connecting with the human beings within this community, and the very real pain that so many are feeling.

I grew up in District 31. My three younger siblings and I attended both Winkelman Elementary School from Kindergarten to 5th grade, and Field Middle School from 6th to 8th grade. My mother volunteered as a room parent for many years, and later volunteered with the PTC serving as VP of Fundraising and then President. She fought for the referendum and volunteered for five years organizing the 8th grade trip to Washington DC. My family and I sincerely love this district. Reflecting on it now I am extremely grateful for several of the teachers that I was able to learn from and who have continued to support me. However, my positive experience within the district will not prevent me from voicing my concerns and urging you all to do better.

According to the most recent publicly available Illinois school report card 58% of the students within the District 31 community are non-white, Black indigenous people of color (BIPOC). Speaking as a former Latinx student, it is a disservice to this community if you continue to dance around these issues instead of confronting them head-on. As one of the most diverse districts that feed into District 225 you should be leading in this effort, and constantly seeking ways to do better. Not only by gathering together to discuss race and racism, but by putting actions behind your words. I am glad to hear that this coming school year the district will be partaking in an equity audit. That is a great first step. I am interested to know which organization/company will conduct the equity audit, and when it is complete will that information be made readily available to the public? Moving forward, transparency with the community

you are serving is key.

I am also sincerely hoping that you will not wait a full year to create change within the district, or worse wait for the next iteration of the brutalization of black and brown bodies to be broadcasted over every media outlet. I would like to remind you that just because the issue may no longer be "trending" that does not mean that it is not of the utmost importance. You have a responsibility to both your families of color as well as your white families to seriously take a look at your curriculum, hiring practices, school-sponsored events, school policies, and essentially everything that encompasses the district. I urge you to stop saying that you aren't racist, but rather to start actively saying and embracing what it is to be anti-racist.

Thank you for your time.

Sincerely,

Maria Kahn on behalf of The Acorn Collective

Laura Greenberg, Northbrook

District 31 Board Members,

I will send thoughts to Erin as a board member separately for her to share within the open meetings act with the members of the D31 board and our district leadership team as she sees appropriate. That message will be more pointed than this one.

This message is being sent to you as a community member, on behalf of myself and my husband Brad, not as a member of this board. I request it be added to our official record for communications from the community and read at our next meeting. Too many conversations about what it means to educate global citizens, to be anti-racist, happen behind closed doors – they must be taken to an open forum, to the light of day. I will be posting this on my personal FB page, and our parent FB page as a member of the community.

Our family has lived in District 31 for almost 10 years. We have fought for the referendum, volunteered, and worked hard to bring the best to how we educate our children and be great partners for our schools. Over the last 10 years, we have held many roles within the district. Laura has personally served as president of the foundation, helping raise over \$250k for 1:1 technology, funding teacher grants, and so much more we enjoy today. Laura and Brad have both been active room parents, volunteers, and fundraisers for years. Laura has served on our school board for almost 8 years. Our middle child, as an infant, was a part of walking for the referendum, strapped in a Bjorn on both of our bodies as we hung fliers and spoke to neighbors. That referendum allowed us to operate with our low class sizes, outstanding curriculum, extracurriculars, and so many of the wonderful things we enjoy today, things many of our younger families don't realize we haven't always enjoyed. We were the first district to have full day Kindergarten, the first to do so many things – and many of these, Laura has been on the forefront of the fight to find creative ways to accomplish. We have spent hundreds of hours giving back to this community we love, a community we chose because of its incredible diversity. We love this district. Although we are heartened by the recent conversations the board has had regarding equity and moving our curriculum towards truly educating our kids as global citizens, we are deeply disappointed in the progress our district has made, and in its silence this week and in the recent years.

From Laura: As a Latinx BIPOC, raising bi-racial children, I would like to express the deep disappointment I have had over the years in our district's watered down approach to equity, inclusion, and diversity. People read about micro-aggressions and privilege and think "not us" but I stand here, as a person of color, to tell you – YES, YES US. I have sat in school board meetings – during open session – and watched as members of a previous board argued that an assembly was evidence of our dedication to diversity and inclusion. As that same group felt that simply restating our official board stance on diversity – a stance written in the 80s – was too "provocative" to send in the wake of the Charlottesville protests. I have been bringing this topic up, in open session, as a member of our board, for almost 8 years. Now, I speak as a community member. Yes, we are doing an equity audit – we are just now starting. Why did this take 8 years? And why our board's silence this week?

Based on the latest publicly available Illinois school report card, our community of students is 56% non-white, BIPOC. I would urge you, as board members, before believing that what is happening in our country doesn't impact our community, that our community isn't exhausted, fatigued, sad, to check your own identity at the door and think about the students we represent and the community we have a deep responsibility to. I would also urge you to consider the difference between saying "I'm not a racist, but..." and "I'm an anti-racist." Racism isn't the shark. IT IS THE WATER. And until we look at hiring, curriculum, and how our board looks at issues from things as simple as communication to how we make decisions, then we are putting lipstick on the shark. Have we made progress? Yes, some. But it has been too slow, and they have taken way too much fight. This isn't just our responsibility to our children of color; it is our responsibility to all our children – especially our children of privilege – as these are skills will give them an advantage and prepare them for the world.

Personally, I will share that I am aware of my own incredible privilege. I am one of those "ideal" minorities – educated, "articulate," - non-threatening. I am fortunate – given my fair complexion, I can "pass" in most settings, and this keeps me safer than most of my darker brothers and sisters. Perhaps you all don't know, but I didn't speak English until I was 5. I was an ELL student. For years I have professionally and personally advocated for diversity, inclusion, belonging – for education, for advocacy, for REAL steps. But, despite most of the work I have done, and racism I have personally endured, most of the time, I have sat comfortably in the elevated acceptability educated Hispanics have over Blacks, Muslims, other Latinos, and so many others in our country – those who don't have the privilege of being able to fluidly move between identities. Over the last week, I have thought about all the good, all the advocacy moments, moments where I stood for change and they have happened. But I have spent even more time reflecting on the moments I have stood silent for fear of insulting a friend or client, of being seen as unreasonable, of making someone uncomfortable - or worse, where I have accepted that this is the way things have to be, that I have to keep working, be nice, not rock the boat. Through those moments of silence, those moments of acquiescence, I am complicit in the system that has hurt people like George Floyd and so many others. I am committed to being and doing better. Despite all the social justice work I've done in my life, despite the advocacy I do, it isn't enough.

I know that I am guilty of all the goods I did not do. And I am committed to making that list a short one, for the rest of my life.

I would urge you to please, if you want to be informed, complete the first exercise below (it takes a minute to read) and read the performative allyship article. If I had a wish, it would be that you all read all of what I list below. People in leadership across the country, particularly those in leadership with the incredible responsibility of educating our future leaders and children, must elevate their understanding. I believe apathy, in most cases, isn't fed by racism, it is fed by lack of knowledge. If you want to be more educated, these books are a great start: How to be an Anti-Racist, White Fragility, A People's History of the United States. More immediately, some things to read:

- A good exercise to help you think through your own exposure set
- Some things you can do right now.
- Why Performative Allyship is Deadly (Here's What to Do Instead)
- Take the implicit bias test and see where you land: <https://implicit.harvard.edu/implicit/>

- A good primer to read for general knowledge – The Invisible Backpack

As a member of the community, I respectfully ask that this board consider why it didn't respond more quickly, why a communication hasn't been issued, and, more longer term, that it think through the future of these topics for our community. At the end of this note, I have pasted an email from another district, one that got it right. Because none of our largely privileged neighbors have issued statements is no excuse – we must be better. We must DO better.

Thank you, Laura Sanchez-Greenberg and Brad Greenberg

Can you please explain to us what/ if anything, is being done to retain Winkelman principals? When we first moved to Glenview 5 years ago, Winkelman had a rating of 8. Currently Winkelman is at a 6. Can you please give us some insight as to why the drop in our rating? - Marina Avdalas

We are wondering why there is such a high turn over rate with admin at Winkelman. Are they leaving on their own or are their contracts not renewed? The instability is hurtful to the students and very disappointing to the parents. How can we ensure that the next principal will be here to stay? What can the district do to hire the next principal and have him/ her stay? Our kids need and deserve better than this.

Winkelman dropped from 8/10 score to a 6/10!!! What has caused this drop? Again, what can be done to improve the school's score? - Parent

PRESENTATION

Superintendent Erin Murphy, Assistant Superintendent of Finance and Operations, Catherine Lauria and Director of Special Education, Dr. Janine Gruhn, Principal Dr. April Miller and Assistant Principal, Nino Alvarez presented the District 31 draft plan for reopening school.

- The administrators reviewed the 2020-2021 School Re Entry Plans and Guidance from the Illinois State Board of Education. This presentation will be included in the Board Packet.
- . The presentation highlighted the following:
 - Feedback from the Parent/Staff advisory survey which included questions on masks, factors that would make parents comfortable to send students back to

- school and what the common themes were shown from the survey.
- Illinois State Board of Education (ISBE) guidance provides the required framework for public schools. Within that framework, there is local control. ISBE guidance stated the following:
 - That in-person instruction is strongly encouraged in Phase 4; however it is crucial to note that this does not signify a return to pre-pandemic operations.
 - Require use of appropriate personal protective equipment (PPE) including face coverings.
 - Prohibit more than 50 individuals from gathering in one place.
 - Require social distancing be observed, as much as possible.
 - Require that schools conduct symptom screenings and temperature checks or require that individuals self certify that they are free of symptoms before entering the school buildings.
 - Require an increase in school wide cleaning and disinfection.
 - School districts “adopt a Remote Learning and Blended Learning Day Plan approved by the district superintendent.”
 - E-Learning/Remote Learnings Plans.
 - Districts allocated up to five Remote and Blended Learning Planning Days.
 - Back-to-School Events, discouraged unless it is virtually.
 - Limit non-essential visitors to the building.
 - The administration is moving forward with planning for in-person instruction, with an e-school option for families. In addition, they are planning a more robust e-learning module.
 - The administrators reviewed the list of things that we need to remember as we review the plans and what we can expect to see in terms of plan details.
 - Superintendent Erin Murphy summarized the next steps which include:
 - Process feedback and questions, make adjustments to frameworks.
 - Review and plan using released guidance.
 - Meet with the WNTA.
 - Convene Social Emotion Task Force.
 - Convene Town Hall meetings for parents in July to discuss frameworks and answer questions.
 - Convene Town Hall meetings for staff, collaboration with the WNTA, to discuss frameworks and answer questions.
 - Open a “re-registration” for parents. Parents will need to register for remote or e-school. This could include a needs survey and transportation verification.
 - Determine scheduled and staffing needs. Work with staff to determine placement.
 - Work with school leadership teams, district leadership teams, and specific teams of teachers to work on details of implementing plans.
 - Get the final e-Learning plan approved at July Board meeting.
 - Present finalized plans (pending IDPH and ISBE) at July Board meeting.
 - Work on handbook and communication plan.

Superintendent Erin Murphy asked the parents/community for grace and forgiveness as

things are being unrolled a little bumpy but the District is doing our best and figuring out what the best thing is for our students and families.

CONSENT AGENDA

Member Nancy Hammer made a motion to approve items B-G. Secretary Daphne Frank seconded the motion.

Final Resolution:

Aye: Maria Vasilopoulos, Jeffrey Steres, Robert Resis, Laura Greenberg, Nancy Hammer, Daphne Frank, Melissa Choo Valentinas

Nay: None.

The motion passed 7:0.

ACTION ITEMS

Superintendent Erin Murphy summarized the recommendation to approve Shaton Wolverton as the Winkelman Elementary Principal effective July 6, 2020 for the 2020-2021 school year. Principal Wolverton most recently served as the principal of Newport Elementary School in Beach Park, IL. Principal Wolverton began her career at Kalamazoo Public School where she served for over ten years as a teacher and then assistant principal. In 2004, she took her first principalship at Evergreen Park Elementary School followed by principalships with the Round Lake Area School District (2012) and Beach Park School District (2015) where she built solid community partnerships, strongly supported students, staff, and families, and worked towards school improvement. Principal Wolverton has a bachelor's degree in Elementary Education from Western Michigan University and a master's degree in Educational Leadership from Western Michigan University. Superintendent Erin Murphy stated that she is very happy to bring Principal Wolverton on board with 16 years of experience as a principal.

Vice President Laura Greenberg made a motion to approve the appointment and one year contract for Shaton Wolverton as Winkelman Elementary Principal effective July 6, 2020 for the 2020-2021 school year. Secretary Daphne Frank seconded the motion.

Final Resolution:

Aye: Robert Resis, Nancy Hammer, Maria Vasilopoulos, Daphne Frank, Jeffrey Steres, Laura Greenberg, Melissa Choo Valentinas

Nay: None.

The motion passed 7:0.

Member Daphne Frank made a motion to approve the support personnel hourly rate increases for FY 2021. Vice President Laura Greenberg seconded the motion.

Final Resolution:

Aye: Laura Greenberg, Robert Resis, Nancy Hammer, Maria Vasilopoulos, Daphne Frank, Jeffrey Steres, Melissa Choo Valentinas

Nay: None.

The motion passed 7:0.

Member Maria Vasilopoulos made a motion to approve the education support personnel - teaching assistant increases for FY 2021. Secretary Daphne Frank seconded the motion.

Final Resolution:

Aye: Maria Vasilopoulos, Laura Greenberg, Robert Resis, Nancy Hammer, Daphne Frank, Jeffrey Steres, Melissa Choo Valentinas

Nay: None.

The motion passed 7:0.

Superintendent Erin Murphy summarized the adjustments that were made into the calendar for the 2020-2021 school year wherein she stated that in light of the situation and possible e-Learning for next year the emergency days were added at the end of the school year instead of being built in. The calendar was also adjusted to 182 days as contract time. As we look at equity and diversity we also want to consider taking those holidays and making a more inclusive school calendar. The holidays would be Diwali, Eid and Orthodox Good Friday. This year would be two additional days off this school year because Diwali is on a Saturday. Superintendent Erin Murphy described the Option 1 and Option 2 as follows:

Option 1: Go with the proposed calendar, 182 contract days and the school year would end Wednesday, June 2, 2021.

Option 2: Consider putting in the two additional holidays, 182 contract days and the school year would end Friday June 4, 2021.

Superintendent Erin Murphy stated that based on information and guidance, the district was allocated 5 student non-attendance days for staff preparation for the Blended Remote Learning. These professional opportunities would focus on preparation of all the models such as new procedures to review, pack and move and make sure we are maximizing our space, technology professional development, safety professional development, instructional professional development, social emotional, articulation, etc. The 5 days does not add to the calendar but takes the place of 5 student attendance days. The administrators recommended the district use two of the days at the beginning of the year and start school on August 24 instead.

Students will start school the following Monday, August 24, 2020. The other three Blended Remote Learning PD days would be on Friday, September 25th, Monday October 19, 2020 (Conferences are held that evening) and Tuesday, November 24, 2020.

Superintendent Erin Murphy recommendation was to choose either Option 1 or Option 2 with the addition of remote and blended learning planning day days on August 20, 21, September 25, October 19, and November 24. Election day is an off day.

After a lengthy discussion, Member Maria Vasilopoulos made a motion to approve the updated school calendar for the FY21 school year with Option 2, along with the following:

1. Adding two holidays that fall on school days.
2. Adjusting the number of teacher work days to 182.
3. Add Election day, November 3rd as a non attendance day.
4. Move the emergency school days to the end of the school year.
5. Add the remote and blended learning planning days as presented.

Secretary Daphne Frank seconded the motion.

Final Resolution:

Aye: Maria Vasilopoulos, Laura Greenberg, Robert Resis, Nancy Hammer, Daphne Frank, Jeffrey Steres, Melissa Choo Valentinas

Nay: None.

The motion passed 7:0.

INFORMATION AND DISCUSSION ITEMS

Finance

Assistant Superintendent of Finance and Operations reviewed the financial reports for June 2020:

- Treasurer's Report Bank Reconciliation reflects an \$17 million fund balance which is \$1.5 million less than the prior month. Last year at this time for May of 2019, the fund balance was \$21.6 million which did include money that we have expended for capital projects.
- The Investment Summary shows the average rate of return for investments declined to 0.54% from 0.83% with a hopeful note that rates will rebound soon.
- General Ledger Summary again shows that as of May 31st, the Capital Projects Fund Balance was \$769,000 and will be reduced to \$520,000 after bills are paid in June.
- The Monthly Budget Summary Report for May compares the current year to the prior year, with revenue totals around 93% of the budgeted amount this year compared to 99% last year. This was mainly due to the reduction in property tax receipts with a large tax refund which affects the operating funds across the board. This includes ED, O&M, IMRF, Social Security, and Transportation as the funds that were affected. Transportation is offset somewhat from the state reimbursements which is unlike the other funds. The capital projects revenue is 10% over budget as the district continues to receive developer/impact fees from the Provenance Project. The home sales have been continuing on a regular basis. The percentages of Education Fund expenses are higher than the prior year and will most likely exceed the budget for the year. The NSED charges for this year are being researched since the charges seem more than they should be. To address the question from last month's meeting, by the end of June, we will not have a surplus of \$750,000. The overall operating fund balance by the end of June is estimated to be at approximately 65%. If you take working cash out of that formula, the other operating fund balances are anticipated to be approximately 40%. Our policy states fund balances are to be calculated by anticipating expense levels for the upcoming year and divide by the current year fund balance. This is a

particularly good point in time to determine approximate fund balances.

- The P-Card summaries remain available in the packets for Board review.

Assistant Superintendent of Finance and Operations, Catherine Lauria gave an update on facilities and showed pictures of the facility updates where she stated the following:

- Winkelman - The site project is substantially complete. There are few items that need to be completed. Concrete tire bumpers still need to be installed. The detention pond will need to be hydroseeded in the fall as they do not normally place seed in hot weather. All equipment has been removed from the site. The seal coating, stripping, and patch work has been completed and the repair at the south entrance has also been done. The landscaping has been completed and there is some storm sewer work that needs to be confirmed before the detention pond can be completed.
- Field -The district received information from Cook County regarding the final improvement plan for Landwehr Road. They did agree that no left turn lane was needed. The work for the updated cross hatching on the lane is estimated to be about \$3,000. The fields at Field School still need attention. The district has been working with the architect and contractor throughout this project and fine tuning some of the project's outcomes. There continues to be some elevation issues that we are trying to improve. There were two attempts to hydroseed the area but heavy rain washed it away along with the soil. When the soil is washed away the stones come up from underneath. The contractor will remove additional stones and go over some areas of the fields. The clean out pipes on the south end of the field by the Synagogue will be completely buried. Those along with drain tiles were installed because there were concerns about standing water on the edge of the field. There are some tracks that were created by the trucks that will be fixed. The fence around the detention area was not installed yet because improvements to the field need to be done first. The district is looking into the cost of sod and watering the area. A drawing from the architect of moving one of the basketball nets away from the detention area was requested and we are waiting for the cost of that and taking that into consideration.
- Technology - The printers and copiers for next year were installed a month earlier than anticipated. Manager of Technology, Dave Del Boccio, reported that the project went very well and is pleased with the implementation of the new machines. Due to that earlier install date, we do not have to pay the 60th payment of the 5 year lease which provides a savings of \$5,400.
- Cameras - We are getting back to working on the project for the cameras in both buildings and have a meeting schedule next week to get the plan in motion.

BOARD REPORTS

President Melissa Choo Valentinas reported on NSSD wherein she stated that they approved their budget for the next school year and confirmed their commitment to the new branding. There is no meeting in July.

Member Nancy Hammer reported that the Education Foundation is working on financially

helping the District in getting the school started in the fall. PTO has additional monies that they would like to help get the school started in the fall as well.

STUDENT ENROLLMENT

Superintendent Erin Murphy reported on the enrollment wherein she showed the current registration.

FREEDOM OF INFORMATION ACT REQUESTS

- ABC7 - Jonathan Fagg - Remote Learning Attendance Rates by Building

DISCUSSION ITEMS

- Member Jeffrey Steres requested to have the May 28 open session minutes pulled to discuss the following changes on page one:
 - Incorrectly stated Member Jeffrey Steres' request. His request was for the adoption of board norms for the remote board meetings.
 - Incorrectly states the discussion "the decision to not add the topic to the agenda was unilaterally made by Board President Melissa Choo Valentinas."
 - The omission was that the comments about understanding and needing procedures and policy governing Board member requests on topics be added to the agenda.

This change will be corrected in the May 28th open session minutes and will be brought to the July meeting for approval.

- Superintendent Erin Murphy summarized the consideration of a District 31 Board of Education draft of an anti-racism statement could be adopted at next month's Board meeting. Questions have come up on our equity audit. We have scheduled our equity audit with Ivette Dubiel, DuPage Regional Office of Education, Executive Director of Equity and Professional Learning. After further discussion, because the draft was mistakenly left out of the Board Packet for review, the Board of Education agreed to have Superintendent Erin Murphy send another draft to the Board of Education and have any comments/changes addressed and brought to the Board meeting in July for approval. Superintendent Erin Murphy will make sure the draft is linked with the Board Briefs that will be posted on the website.

Superintendent Erin Murphy stated that they are scheduling with the Illinois Association of School Board, a Board Self Evaluation which is a special closed session for September or October.

Superintendent Erin Murphy questioned when the Board of Education wants to meet in

person and if we should continue live streaming. Live streaming has been very successful and the Board of Education agrees and would like to continue for the future. The Board of Education also agreed to keep the virtual meetings optional.

RECOGNITION OF AUDIENCE

Superintendent Erin Murphy recognized the following comments/questions:

In order to build time into the school day to accommodate the new protocols is it a possibility to lengthen the school day, so as not to impede on needed learning time. - Suzanne Kahn

In regards to the discussion about adding Eid, Orthodox Good Friday, and Diwali to the calendar you would be making the wrong decision in not having these holidays off for reasons that were articulated during the discussion. When the calendar becomes public families will be given advance notice of what days students will not be in school allowing them to prepare alternative child care if needed. Although D225 does not include these days off in the calendar currently nothing will change if none of the feeder districts makes an attempt to be a leader in this way. Also, during this discussion as an avid listener I would like to make it clear that no one on the board called another member racist. - Maria and Suzanne Kahn, Northbrook

Deciding which holidays are or are not a convenience is in and of itself an act of privilege. A discussion of this is not equal to charging others with racism. It is instead an act of equity and anti-racism. Other neighboring and diverse school districts have moved to religious neutral calendars AND have moved to renaming Columbus Day to Indigenous People’s Day. Adding holidays to a school’s calendar to include more families’ heritage shouldn’t look like an inconvenience. It should be celebrated. - Wileen Hsing

Why are the two white people correcting the minority woman on how she speaks? Thats wrong in so many ways. She didn't call the one guy racist, she said the system is racist. I'm shocked at the low education the board has on this topic. - Mary Smith

The three white people were uncomfortable. It isn't about their feelings!!!!!!!!!!!!!! - Anonymous

If you pursue a statement regarding religion/religious and cultural diversity coupling it with the release of the new school calendar where you have recently approved three new holidays off, might be a good idea in terms of timing. - Maria and Suzanne Kahn

Concerning the comments about a statement regarding anti-racism: I sent a statement to Melissa and Erin that I would like shared with the rest of the board. Regardless of the statement that is approved, it is action that is important. I submitted some recommendations on curriculum and professional development for staff (including Facing History Facing Ourselves, amongst others). An audit is not enough, and we cannot wait for the results of the audit. - Allison Slade

MOVE INTO CLOSED

Secretary Daphne Frank made a motion to move into closed session to consider pending litigation, collective bargaining, and the appointment, employment, compensation, or performance of specific employees and school security matters. Member Jeffrey Steres seconded the motion.

Final Resolution:

Aye: Robert Resis, Nancy Hammer, Maria Vasilopoulos, Daphne Frank, Laura Greenberg, Jeffrey Steres, Melissa Choo Valentinas

Nay: None.

The motion passed 7:0.

ADJOURN

President Melissa Choo Valentinas stated that due to being past 12:00am, we are moving the action items until the July Board meeting. Secretary Daphne Frank made a motion to adjourn. Member Nancy Hammer seconded the motion.

Final Resolution:

Aye: Robert Resis, Nancy Hammer, Maria Vasilopoulos, Jeffrey Steres, Daphne Frank, Laura Greenberg, Melissa Choo Valentinas

Nay: None.

The motion passed 7:0 at 12:35am.

Board President

Board Secretary

Date