

MINUTES
BOARD OF EDUCATION MEETING
COMMUNITY UNIT SCHOOL DISTRICT 200
May 11, 2022

The first regular meeting of the month of May of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the Hubble Middle School, 3S600 Herrick Rd, Warrenville, IL by Board President Chris Crabtree, on Wednesday, May 11, 2022, at 7:00 PM.

ROLL CALL

Upon the roll being called, the following were present:

Board Members: Mrs. Chris Crabtree
 Mr. Rob Hanlon
 Mr. Dave Long
 Mrs. Angela Blatner
 Mrs. Susan Booton
 Mr. Brad Paulsen
 Dr. Mary Yeboah

Also in Attendance: Dr. Jeff Schuler, Superintendent
 Dr. Charlie Kyle
 Mrs. Erica Loiacono
 Mrs. Melissa Murphy
 Dr. Brian O’Keeffe
 Dr. Chris Silagi
 Mr. Jason Spencer

PLEDGE OF ALLEGIANCE

President Crabtree led the Board in the Pledge of Allegiance.

MODIFICATIONS TO THE AGENDA

Dr. Schuler noted that an additional closed session item was added to the agenda pursuant to 5 ILCS 120/2 (c)(10), Matters Relating to Individual Students.

RECOGNITIONS & ACHIEVEMENTS

Dr. Schuler noted an article in the IASB Journal referencing how music and the arts enrich the educational experiences for students. The Board recognized the following individuals:

Superintendent Art Award Recipients – Visual Arts

This comes from two places – the annual PTA reflections program, and the art shows held at each of the two high schools where Dr. Schuler selects a piece of art. The pieces of art were on display at the Board meeting. The Board recognized the following individuals:

- Emma Fitzpatrick, Franklin Middle School, Grade 7
- Victoria Niedzwiedz, Wheaton Warrenville South High School

The following students were not present at the meeting, but were also recipients:

- Lynlee Grimm, Lincoln Elementary School, Grade 2

- Melissa Hatcher, Lowell Elementary School, Grade 4
- Jennifer Ocampo, Wheaton North High School

All-State ILMEA Recognition

Students are first recognized through a regional competition, and our region is very competitive. These musicians are recognized as one of the top musicians in their particular area. The Board recognized the following individuals

- Caleb Watson - Wheaton Warrenville South High School, Orchestra
- Jacob Chang - Wheaton North High School, Band
- Zachary Larakers - Wheaton North High School, Band
- Sophie Cho - Wheaton North High School, Band

The following students were not present at the meeting, but were also recipients:

- Charlie Strutzel – Wheaton North High School, Orchestra
- Joe Brackmann – Wheaton North High School, Orchestra
- Holly Wiper - Wheaton North High School, Choir
- Noah Hansfield - Wheaton North High School, Band

Dr. Schuler extended the congratulations to the students’ music and art teachers that helped to create these opportunities for them.

BOARD PRESIDENT REPORT

President Crabtree reported on the following:

- The PTA Scholarship Breakfast was held a few weeks ago. This event celebrates the success of students and honors those seniors receiving scholarships from the PTA council, and from individual schools. It was great to see this event in person again.
- The Student Excellence Foundation Celebrate Our Stars event was held last week. Teachers at each level, as well as one retired teacher, were nominated and celebrated. It was great to honor some terrific teachers.
- As noted in the proposed Board Meeting calendar for 2022-23, regular Board Meetings will have an opportunity to be held back in schools again. This is a great way for the Board to see individual buildings, as well as meet staff and students.
- Board members were reminded there are a lot of great things on the calendar between now and the end of the school year happening in the buildings.

SUPERINTENDENT REPORT

Dr. Schuler provided the following updates:

- Recognized the Celebrate Our Stars event and Staff Appreciation Week from last week.
- Noted that May 11 is National School Nurse Appreciation Day and thankful for the incredible work they have done and the load they have carried the last few years in our buildings.
- A flyer the Educational Services team has put together featuring all of the opportunities for summer learning acceleration in the District was provided to the Board and is available on the District website.
- The summer recreation opportunities at both WNHS and WWSHS for all ages (featuring sports, clubs, and other activities) were also noted. Parents were encouraged to look on both of the high school websites under athletics, at the summer recreation opportunities for students to stay engaged and stay connected.
- COVID data report – mentioned last month that the reporting shifted and we do not have access to some of the data points, but noted the uptick in COVID case activity over the last couple of weeks in our schools on both the student and staff side. The District is still tracking COVID

case activity, continues to conduct both case and space investigations, and is putting additional mitigations inside individual spaces as appropriate.

- There are many activities taking place in our buildings every day and night as the end of the school year approaches. Graduation for both high schools will take place on Saturday, May 28 at the College of DuPage (COD). This is a favorite activity for the Board to be a part of as we celebrate our students.

PUBLIC COMMENTS – Agenda Items & Non-Agenda Items

In accordance with Board Policy 2.230, members of the public wishing to offer public comment had the opportunity to do so. A public comment sign-up sheet was made available until 7:00 p.m. at the meeting site. The Board Meeting was available for viewing via live stream on the District’s YouTube channel at www.youtube.com/communityunitschooldistrict200.

Per Board Policy, the Board may shorten the time allocation for each person to less than three minutes to allow the maximum number of people the opportunity to speak. The Board did not shorten the time allocation for each person to speak due to the number of speakers.

Speaker

Topic

Ashley Keehma

Bathroom Issues

CONSENT AGENDA

1. Acceptance of Gifts to Monroe Middle School – Eagle Honor Award Dinner– Recommend acceptance of gifts to Monroe as presented.
2. Approval of Resolution of Appointment to DuPage Area Occupational Education System (DAOES) Board of Directors – Recommend approval of resolution of appointment of Dr. Charlie Kyle to the DAOES Board of Directors as presented.
3. Appointment of District Representative to DuPage West Cook Governing Board - Recommend approval of Erica Ekstrom as the District representative to the DuPage West Cook Governing Board and Dr. Jeff Schuler as an alternative for 2022-23 and 2023-24 school years as presented.
4. Adoption of the Board of Education Meeting Calendar for 2022-2023 – Recommend adoption of the 2022-23 Board Meeting calendar as presented.
5. Approval of the Reciprocal Reporting Intergovernmental Agreement & Memorandum of Understanding for Police and School District Interactions Between the City of Wheaton and the Board of Education of CUSD 200 – Recommend approval of the intergovernmental agreement between the City of Wheaton and the Board of CUSD 200 as presented. **(Moved to Action #3)**
6. Approval of the Resolution Designating Depositories – Recommend approval of the resolution designating depositories as presented.
7. Approval of License and Easement Agreement between CUSD 200 and Wheaton Development Partners LLC – Recommend approval of license and easement agreement between CUSD 200 and Wheaton Development Partners, LLC as presented.
8. Approval of IHSA Annual Renewal – Recommend approval of IHSA annual renewal as presented.
9. Approval of Snack Vending Contract Renewal – Recommend approval of snack vending contract renewal as presented.
10. Approval of Staff Laptop Refresh – Recommend approval of staff laptop refresh as presented.
11. Approval of Elementary Student Chromebooks – Recommend approval of elementary student Chromebooks as presented.
12. Approval of Networking Test Servers – Recommend approval of networking test servers as presented.

13. Approval of Dell Servers and SAN Solution as Part of Network Refresh – Recommend approval of Dell servers and SAN solution as part of network refresh as presented.
14. Approval of the 2021-2022 Illinois State Board of Education Discipline Improvement Plan Template – Recommend approval of the 2021-22 CUSD 200 discipline improvement template as presented. (Moved to Action #4)
15. Approval of Bills Payable and Payroll – Recommend approval of the bills payable and payroll as presented.
16. Approval of Minutes – April 13, 2022, Open and Closed, April 27, 2022 Committee of the Whole Open and Closed, and Approval to Destroy Recordings of Closed Sessions Prior to December 2020 As Allowable by Law – Recommend approval of the minutes as presented and approval to destroy recordings of closed sessions prior to December 2020 as allowable by law.
17. Approval of Personnel Report to Include Employment, Resignation, Retirement, and Leave of Absence of Administrative, Certified, Classified, and Non-Union Staff – Recommend approval of the personnel report as presented.

There were comments and/or questions on the following:

- Member Yeboah requested for items #5 and #14 to be moved from the consent agenda to action items.
- As part of the approval of the personnel report, Dr. Schuler introduced three administrators that were included for appointment beginning with the 2022-23 school year: Katherine DeLaRosa, Assistant Principal of Bower Elementary School; Bob Cerny, Principal of Whittier Elementary School; and Kevin Weisenberger, Director of D200 Facilities.

MOTION

Member Long moved, Member Hanlon seconded to accept the Consent Agenda as modified, with the removal of consent items #5 and #14 from the consent agenda to action items #3 and #4. Upon a roll call vote being taken, the vote was: AYE 7, NAY 0.

The motion carried 7-0.

POLICY POSTING CONSENT AGENDA

1. Approval to Post Revised Policy 5:120 Employee Ethics, Conduct, and Conflict of Interest for Public Review and Comment – Recommend approval to post revised policy 5:120 as presented.
2. Approval to Post Revised Policy 6:60 Curriculum Content for Public Review and Comment – Recommend approval to post revised policy 6:60 as presented.
3. Approval to Post Revised Policy 7:290 Suicide and Depression Awareness and Prevention for Public Review and Comment – Recommend approval to post revised policy 7:290 as presented.
4. Approval to Post Revised Policy 7:315 Restrictions on Publications; High Schools for Public Review and Comment – Recommend approval to post revised policy 7:315 as presented.
5. Approval to Post New Policy 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors for Public Review and Comment – Recommend approval to post new policy 4:165 as presented.

There were comments and/or questions on the following:

- These are the five remaining policies from PRESS Issue 108 and were looked at by the BOE HR/Policy Committee, with some minor adjustments made as presented.
- The numbering that is off in a couple of the policies will get cleaned up when approved and put into the IASB customized policy manual for District 200.

MOTION

Member Booton moved, Member Hanlon seconded to approve the Policy Posting Consent Agenda as presented. Upon a roll call vote being taken, the vote was: AYE 7, NAY 0.

The motion carried 7-0.

ACTION ITEMS

Acceptance of the 2020-2021 Single Audit

Annually, D200 auditors prepare an independent audit of the financial statements of CUSD 200. They also express an opinion based on the combined financial statements of the District. The Board of Education is asked on an annual basis to accept the independent audit as presented by Baker Tilly US, LLP.

Baker Tilly US, LLP provided the Board of Education with all 2020-2021 audit documentation in December of 2021, except for the Single Audit. The Single Audit is an organization-wide financial statement and federal awards audit of a non-federal entity that expends \$750,000 or more in federal funds in one year. It is intended to provide assurance to the Federal Government that a non-federal entity has adequate internal controls in place, and is generally in compliance with program requirements.

The Single Audit as prepared by Baker Tilly US, LLP confirmed CUSD 200 is in compliance with federal programs requirements and did not report any findings associated with federal grants. A copy of the Single Audit was attached to the Board agenda item.

There was additional information/comments on the following:

- The two major pieces of the annual audit include the AFR (Annual Financial Report) and the single audit. The AFR looks at the District as a whole, and the single audit looks at the federal programs.
- The single audit takes an extensive amount of time, is more in-depth, and there are more specific pieces of information the auditors must look at.
- Mrs. Murphy and the team do a great job of managing grants for the District.

It was recommended the Board accept the 2020-2021 Single Audit as prepared by Baker Tilly US, LLP.

MOTION

Member Long moved, Member Booton seconded to accept the 2020-21 Single Audit as presented. Upon a roll call vote being taken, the vote was AYE 7, NAY 0. **The motion carried 7-0.**

Approval of the Perkins & Will Middle School Facilities Master Plan Update Proposal

Perkins & Will was the author of the District's 2016 Facility Master Plan. The Facility Master Plan was developed to establish a baseline scope of capital project work throughout the District to be considered by the Board of Education in future years.

CUSD 200 reached out to Perkins & Will in March of 2022 to discuss updating the 2016 Facility Master Plan. The District met with Perkins & Will to define the scope of work (middle school focus) and asked for a proposal that would provide the District with a cost update for the middle school projects that were defined in the 2016 Facility Master Plan. A proposal has been submitted by Perkins & Will at a cost of \$39,750 and was attached to the Board agenda item.

There was additional information/comments on the following:

- The facilities overview document was provided to the Board and notes the facilities work that has happened in the District since the 2017 Facility Master Plan.
- The District has continued to address capital improvement projects, has stayed true to the Sherman Dergis policy that invests over \$7 million a year in summer capital improvements, built a new Early Childhood Center, has addressed secure entry projects, and has addressed some of the high school projects included in the plan (including tennis courts and an auditorium upgrade).
- This item comes back to the one other major bucket of projects – middle school projects at Edison, Franklin, and Monroe.
- This proposal would involve the firm being in our schools this summer and reporting back out to the district in late fall or early winter with cost updates for middle school projects defined in the plan.

There were questions/comments/discussions on the following:

- The costs are reasonable as this is concerning three middle schools.
- Provides a great opportunity to refresh our look at the middle schools. A lot has changed since the facility master plan; a new strategic plan is coming; think about how Portrait of a Graduate (POG) might influence space and the student experience.
- Look at how the master plan might be able to be developed in different pieces based on how the funding might become available vs. one full plan.
- There are opportunities to do things that align with POG and other things that help our students grow. Would like to find a way to separate those somehow (examples being science improvements and performing arts space enhancement). Some things may be purely capital and other spaces may be renovated while addressing a capital piece.
- This process will be similar to 2017 where what has to be done is identified, as well as some opportunities for learning identified that can also be addressed through a range of options.
- The complexity of the Franklin project identified in the 2017 plan – as one project was noted to be addressed, it would impact other spaces – a domino trickle-down effect.
- The Perkins and Will work will bring forward the options that the District can continue to work from and start to look at the cost elements and potential funding of those options.

It was recommended the Board approve the Middle School Facilities Master Plan Update proposal as presented.

MOTION

Member Paulsen moved, Member Booton seconded, to approve the Middle School Facilities Master Plan Update Proposal as presented. Upon a roll call vote being taken, the vote was AYE 7, NAY 0. **The motion carried 7-0.**

Approval of the Reciprocal Reporting Intergovernmental Agreement & Memorandum of Understanding for Police and School District Interactions Between the City of Wheaton and the Board of Education of CUSD 200 (Moved from Consent Agenda #5)

It has been almost four years since the Reciprocal Reporting and Intergovernmental Agreement and Memorandum of Understanding for Police and School District Interactions Between the City of Wheaton and the Board of Education of Community Unit School District #200 has been reviewed and updated. Attorneys from CUSD 200 and the Wheaton Police Department reviewed the Intergovernmental agreement and added language to the agreement that needed to be updated. The updated agreement and MOU were attached to the board agenda item.

CUSD 200 Attorneys along with the Wheaton Police Department Attorneys have reviewed the 2018 document and updated the language in the agreement about the use of body-worn cameras by the School Resource Officers at both high schools. The title of the School Liaison Officer (SLO) has been changed to School Resource Officer (SRO) and language was added that will assist in investigations outside the school day involving imminent school threats.

There was additional information/comments on the following:

- The development of body-worn cameras that is happening in the Wheaton Police Dept. has required the additional language to the agreement as to when and how the body-worn cameras will be used inside of our schools by the SROs. In addition, issues that come up during the overnight hours that require the District to work with the police before the morning as it relates to a potential safety issue and access to directory information were noted in the updated language.
- The reporting agreement and the SROs came into place in the District in 1996.

There were questions/comments/discussions on the following:

- The location of this item on the consent agenda of the meeting agenda as it relates to interaction with the police in our schools.
- The length of the document and the difficulty in understanding the language of the document, and what the document authorizes the police to do or not do in our schools.
- The need to create a document that is understandable and very clear.
- Approving the addition of body cameras, and the cost of these cameras.
- Narratives being used to drive this forward – in particular, safety.
- The possibility of hyper surveillance of our children and the possibility of using data disproportionately may affect some kids more than others.
- Consider the connection between policing and discipline practices in schools.
- The assumption that this document is ideal or appropriate for accomplishing the mission and vision for our District.
- In terms of surveillance, there are cameras currently in our middle and high schools. Body cameras vs. surveillance cameras - who does the data belong to and what can it be used for in a court of law?
- The District does not have access to data in body-worn cameras unless that data becomes a part of a student discipline issue and becomes a student record.
- Our buildings and staff ultimately have the authority to decide whether they engage the police or not - when police are brought into the issue and to who the disposition of that situation belongs.
- Any potential charges that will be filed after the police are involved rest with the police officer and the State's Attorney.
- The District has a point of control in the decision of whether or not a situation has risen to a level that authorities are needed.
- Monitoring how many times the police are called for discipline issues in our schools.
- All Board members and staff members are Mandated Reporters.
- The positive things that can come from potential safety information being communicated to law enforcement.
- The need for discussion and conversation to continually revisit questions regarding difficult issues.
- Strong support for SROs in our schools.

- There are certain incidents in our schools identified in the agreement that require the District to reciprocally report incidents to authorities. Other things happen in our schools where an administrator has decided to engage authorities to assist in navigating through a situation.
- A positive experience with an SRO spending time during lunch periods getting to know the students, making connections, and trying to engage within the community.

It was recommended the Board of Education approve the Reciprocal Reporting Intergovernmental Agreement & Memorandum of Understanding for Police and School District Interactions Between the City of Wheaton and the Board of Education of CUSD 200 as presented.

MOTION

Member Hanlon moved, Member Paulsen seconded, to approve the Reciprocal Reporting Intergovernmental Agreement & Memorandum of Understanding for Police and School District Interactions Between the City of Wheaton and the Board of Education of CUSD 200 as presented. Upon a roll call vote being taken, the vote was AYE 6 (Hanlon, Paulsen, Blatner, Booton, Long, Crabtree), NAY 1 (Yeboah). **The motion carried 6-1.**

Approval of the 2021-2022 Illinois State Board of Education (ISBE) Discipline Improvement Plan Template (Moved from Consent Agenda #14)

In October of 2021, CUSD 200 was recognized as being in the Top 20% of exclusionary disciplines. School districts that were identified in the top 20 percent of any of the metrics described above for three consecutive years will be required to submit a plan identifying the strategies the school district will implement to reduce discipline disproportionality. The CUSD 200 Discipline Improvement Plan was attached to the Board agenda item.

On August 5, 2021 the Discipline Disproportionality Committee presented a plan for the 2021-2022 school year that addressed discipline disproportionality. All middle and high schools were to share their prior years discipline data with the faculty and staff by October 1, 2021. Also, buildings were asked to monitor their student discipline data on a monthly basis to see trends and locations of violations. Throughout the 2021-2022 school year the SEL/CPI training was conducted for all CUSD certified staff members that focused on SEL/CPI/Restorative Conversations. This training was aimed at helping give the staff the tools to help de-escalate situations with students. Also, the leaders of the Discipline Disproportionality Committee have been monitoring the current 2021-2022 discipline data, and working with multiple schools to take a deep data dive on that data. District 200 has completed the improvement plan ISBE-approved template. It is required that the Board of Education officially approve the plan.

There was additional information/comments on the following:

- D200 was identified as having disproportionality in exclusionary discipline – this applied in two contexts, overall student population and specifically inside of the special education program.
- The state tracks the Districts that have the highest percentages of exclusionary discipline (D200 is nowhere near that list), and also tracks exclusionary discipline for Caucasian students vs. African American/Hispanic students – this is where there is a higher rate of disproportionality for the District.
- Once a District is on the list, you must be off of the list for three consecutive years before you are removed from the list.
- The District started to address this problem in the early phases of the pandemic. D200 was not on the list last year.

- The District has not had an expulsion in this school year or last school year, so this applies specifically to suspension data.
- The Board previously received a report on strategies put in place to address this – new resources and alternatives to expulsion or suspension options. There are also components within the SEL plan that focus on connectedness, training on de-escalation strategies, and the root cause of the relationship.
- It is a requirement that the Board formally approve the plan so that it can be reported to ISBE.
- Examples of the deep dive into data were provided – looking at trends, when and where it is occurring, etc.
- Meeting with individual building disciplinary teams to conduct the deep data dive.

There were questions/comments/discussions on the following:

- Consideration of broader historic and ongoing ideas that inform how we think about children, behavior, and discipline.
- Questions about the plan are whether it seeks to address racial disparities and the potential implications of student behavior occurrences as it relates to race. Should be looking at the root causes of behavior.
- Request for the document to be reviewed and reconsidered – is there anything else going on in discipline referrals or in the way children are being viewed as it relates to racial disparity?
- What is missing from the data – looking closely to see if there is anything else going on, any implicit bias, or other factors driving disciplinary disparities.
- Believe this is a fantastic plan for improvement for all students and discipline – through de-escalation, finding different ways to connect and address behaviors, and looking for patterns.
- The document as it relates to racial disparities.
- The lens of the document is defined by the requirement of the state and the data that was pulled.
- This document exists to address the specificity of race.
- Staff training that occurred last year concerning implicit bias. All the work that has been done is not reflected in this document.
- Comment regarding the majority of behavior violations that happen between September and October. This has been a consistent theme heard in other districts as students learn how to be back in school. Look at the data from the start of the year through the end of the year.

It was recommended the Board approve the 2021-22 CUSD 200 Discipline Improvement Template as presented.

Member Paulsen moved, Member Blatner seconded, to approve the 2021-22 CUSD 200 Discipline Improvement Template as presented. Upon a roll call vote being taken, the vote was AYE 6 (Paulsen, Blatner, Booton, Hanlon, Long, Crabtree) NAY 1 (Yeboah). **The motion carried 6-1.**

ORAL REPORTS

Department of Innovation & Technology – Innovation Update

The presentation updated the Board on the instructional goals set forth at the beginning of the school year by the Department of Innovation and Technology, and detailed the past year's work as it relates to instructional innovation. There was a PowerPoint presentation, which included information on the following:

- Vision 2022 – Specific Goals and Priorities (Innovation)
 - Support Modern Literacy Skills for Students

- Modern Literacies
 - Media Literacy (created unit of study on media literacy to be implemented at HS level next year)
 - Information Literacy
 - Digital Leadership (assisted Wheaton PD to gather resources on digital citizenship/leadership as part of community outreach)
 - Support Portrait of a Graduate (POG) and its role in innovation
 - State of Innovation Survey
 - POG was in the infancy phase at the start of the school year (survey sent districtwide in November)
 - 2021-22 was about information gathering and setting a baseline; will use to target further work at individual levels/buildings/grades (engaged focus groups for added context and insight)
 - 1:1 support of POG skills by level (Elementary, MS, HS)
 - Academic content, collaboration, problem-solving, resilience, communication
 - How to make Chromebooks a more active tool in the teaching and learning process
 - Use the Future of Innovation & Technology framework to support an innovative 1:1 environment
 - 1:1 future of instruction goals
 - Chromebooks align with the creation of activities by teachers
 - Students having access to a device daily is an advantage to student learning
 - Students having a device improves teachers ability to provide timely feedback
 - Students having a device allows teachers to participate in the learning process in real-time with students
 - Student Role in Learning – Focus Group Insights
 - Communicator, Collaborator, Creator
 - 1:1 Usage Rates at Different Levels (Elementary, MS, HS)
 - In-class use; outside class use; for differentiation; for assessment; for blended; for asynchronous; completing; for real-world; for active learning; supporting digital leadership
 - Types of Learning Experiences – Focus Group Insights
 - Active Learning, Blended Learning, Differentiation
 - Teacher Role in Learning – Focus Group Insights
 - Timely Feedback, Real-Time Learning, Productive Struggle
 - State of Innovation Survey – Next Steps
 - Continue to track the progress of innovative practices
 - Continue to utilize the new Innovation & Learning Coordinator for the elementary level
 - Consolidate understanding of key terms and messaging at all levels
 - Provide actionable examples of innovation that support strategic plan and POG work
 - Vision 2026 strategic work related to innovation – noted some specific places in the strategic work document where innovation is specifically identified.

There was additional information/comments on the following:

- Media literacy is the skill of trying to interpret information through different modes of presentation. Students are no longer just receiving information in the traditional textbook format, but through video, podcasts, and social media.
- The number one location where students now get information is through YouTube.
- Students need to practice how to sift through all of the information that is out there and how to determine what is good and bad information, and where to get accurate information themselves.
- Digital leadership is a combination of the traditional digital citizenship - good behavior and safety while online, partnered with the new practice of modern literacy and the skill of civil discourse.
- The new curricular mandate in Illinois that begins next year requires all HS students to be exposed to a unit of study that covers media literacy. The unit of study for D200 will also incorporate information literacy as well. This unit of study will come through Sophomore English.
- Forty-two percent of teachers responded to the state of innovation survey, and focus groups were formed to dive into some of the patterns that were seen as a result of the survey.
- Starting from a good baseline, but want to improve on some things - problem-solving, communication, and collaboration skills. This is a natural progression as we continue through our POG work.
- The FIT (Future of Instruction and Technology) framework is represented in our Vision 2026 strategic plan.
- POG is very student-focused, while the FIT framework is more teacher-focused - creating learning environments that support all of the POG skills.
- There are three different models of Chromebooks used by the students in D200 (varies by level – elementary, MS, and HS).
- A focus for next year – how can we empower elementary teachers to see the tools they have to provide timely feedback for students.
- Beginning with the 2021-22 school year, an additional Innovation and Learning Coach was added to focus on the elementary level. There was one already in place, whose focus is now on the MS level.
- Some celebrations – students using Flipgrid to record student learning, and others can view/respond to this; empowering students to use other means than face-to-face to communicate with their teachers such as comments in documents and Google classroom; students can collaborate both asynchronously and synchronously (important during hybrid learning); creating videos through WeVideo podcasting, and drawing using technology.
- The different levels (elementary, MS, HS) have different strengths for the individual items rated for 1:1 usage rates.
- From the focus group insights - is the reason that there is a discrepancy between the elementary, MS, and HS levels of active learning, blended learning, and differentiation due to there not being a uniform understanding of what these things are or due to they need help implementing it with digital tools and innovative practices?
- Defining and interpreting blended learning at each of the levels.
- Working with teachers to give them the ability to leave feedback while the learning is happening; the importance of picking tools that allow teachers to progress monitor in the moment and not waiting until a student submits something or finishes it completely.

There were questions/comments/discussions on the following:

- Support for the focus on modern literacy and the potential to connect that to something at the MS level, as HS English might be too late. Noted discussions about revisiting the digital electives at the MS level to work on some media literacy skills.
- There are opportunities at all levels to practice those literacies and incorporate them into content without a dedicated unit of study.
- Support for the idea of communicating graphically - this is a great skill that students need to learn to use to convey ideas and to make points using graphics.
- “Innovation” can be a tricky word and should be a broader term – request for the team to reach out to see what other Districts are doing to give students unique experiences that may not center on a device; there is more than just technological innovation.
- Concern over staff feeling pressure to use devices; some of the focus seems very device-driven.
- Kindergarten students having tactile experiences.
- Staff survey and the forty-two percent participation rate; representation was from every level.
- Focus groups were for teachers only this year.
- The responsibility of the District as we put devices in students' hands to educate students at a young age on social media and media literacy.
- Different ways to highlight the creative piece - using videos as alternatives to essays, etc. to provide experience for students before entering college or the workforce.

Student Learning Feature

Students in grades K-8 are assessed three times a year using a local assessment from Achievement Series. This data has been reported annually to the Board of Education and is included on the Vision 2022 dashboard. This year, a committee of teachers and administrators met to review our current assessment program. Various assessment systems were reviewed and FastBridge was selected to serve as the district interim assessment starting in 2022-23.

The administration provided an overview of the FastBridge assessment system that will be replacing the current district assessments to measure reading and math achievement and growth for students in grades K-8. The overview of the FastBridge Assessment System included information on the following:

- What is FastBridge?
- How does it support the Vision 2026 Academic Excellence Strategy: design and implement a balanced assessment play?
- When will FastBridge be administered?
- How will data be used by the school district and building?
- How will results be reported to parents?
- How will data be reported on the district dashboard and reported to the Board of Education?

There was additional information/comments on the following:

- The Vision 2026 strategy of designing and implementing a balanced assessment system.
- Three types of assessments: classroom assessments, interim assessments, and evaluative or summative assessments.
- FastBridge will be used for interim assessments.
- FastBridge has assessments for both reading and math.

- In grades 2-8, that assessment is adaptive and adjusts to the student’s ability while they are taking the test, and is not restrictive to just their grade-level content.
- In grades K-1, that assessment is administered one-on-one and evaluates early reading and early math skills.
- FastBridge is administered three times a year during the fall, winter, and spring.
- District 200 has been using FastBridge since 2018 as a progress monitoring system, to monitor the progress of students enrolled in our intervention programs.
- FastBridge data will be used in multiple ways, including:
 - to identify the students who need support beyond Tier 1 (the classroom instruction is the instruction all students receive)
 - will measure student achievement and growth over time
 - evaluate program impact
 - identify what a student knows and what concepts teachers must focus on to ensure grade-level performance
 - analyze student achievement and growth by demographic groups
- The goal is to make this data available to parents after each testing session in ParentVue.
- FastBridge data, the results of the spring testing session, will be reported annually to the Board of Education. This will also be reported on the District dashboard.

There were questions/comments/discussions on the following:

- The only assessments that are one-on-one are those administered for grades K-1 for both reading and math. Each assessment would take approximately five minutes per student to administer at this level.
- In grades 2-8, each assessment is administered on the computer and all students in the class would be taking this at the same time. Each assessment would take between an estimated 30-35 minutes per subject area.
- When the committee went through the process of evaluating assessment systems, the amount of time each assessment would take with the kind of data received was a main component of the decision-making.

Vision 2026 Strategic Plan

District 200 has utilized strategic planning as a tool to guide the work of the District and School Board. A document that outlines how each of our strategic plans, beginning with Vision 2018, was developed was attached to the agenda. Our current strategic planning effort, Vision 2026, started with the development of our Portrait of a Graduate. That work involved two rounds of community input and the work of a design team that developed the Portrait based on the input and community engagement sessions. The POG was presented to the Board of Education in January and launched the development of our Vision 2026 Plan. Throughout the Spring, the Vision 2026 Strategy Document and a Vision 2026 Dashboard were developed. The draft plan has been shared with our communities (both internal and external) and the feedback has been incorporated into the updated draft of the Vision 2026 Plan that will be shared with the Board at the meeting. The Vision 2026 Dashboard was presented at the April Committee of the Whole Meeting. With the input of the Board following that session, the dashboard will be finalized over the summer.

The Board received an updated copy of the Vision 2026 Strategic Plan. It is expected a final copy will be presented in June for approval. Once the Vision 2026 Plan and Dashboard are complete, The Board of Education will continue to set annual goals (work plans) and priorities based on the six strategic objectives in academic excellence and six strategic objectives in operational excellence. The process of goal setting starts in July of each year and is approved by September. A Board monitoring calendar will also be established so Board Members have advance notice of when

specific topics will be reviewed and discussed for evaluation and future planning, and when key performance metrics from the Vision 2026 Dashboard will be reviewed and evaluated.

Dr. Schuler noted there was a Strategic Plan BOE Update PowerPoint provided to the Board which included information on the following:

- Vision 2022 → Vision 2026
- Why Develop a Strategic Plan?
- What's Included in Vision 2026?
- Vision 2026 Strategic Plan (one-page document)
 - Mission and Vision
 - Academic Excellence Strategies
 - Operational Excellence Strategies
- Engagement & Feedback Opportunities
- Next Steps

There was additional information/comments on the following:

- The goal for the evening was to bring the Board an update on the draft of the strategic plan.
- Overview of how we got to the strategic plan – the process.
- The feedback provided has been woven into the Vision 2026 chart.
- A reminder that the strategy tactical chart provided will correspond with the specific dashboard measurable target outcome.

The Board was asked to take the documents provided and look them over one more time, and to come prepared in June (or can do it sooner) to offer any final feedback.

WRITTEN REPORTS

Monthly Financial Reports

FOIA Report

Board Communication Log

Citizens Advisory Committee (CAC) Report

REPORTS FROM BOARD MEMBERS

Board Committee Reports

The Board Social Emotional Learning Committee had met since the last regular board meeting. The notes from the meeting were attached to the agenda item.

Other Reports from Board Members

- There were comments on the following:
 - The post-prom event for Wheaton North – focus on keeping kids safe, great event, community groups sponsoring of event, year-long prep for this event.
 - Board Member Yeboah announced her plan to tender her resignation on June 30, 2022, and will conclude her board service at this time, as she has been presented with an out-of-state opportunity. Dr. Yeboah thanked the leadership team, fellow board members, staff, and the community for the opportunity to serve.
 - President Crabtree noted Board Members would have the opportunity in June to start talking about the application process and next steps as it relates to filling the Board seat.

NEXT REGULAR MEETING

June 15, 2022, 7:00 PM, Hubble Middle School

CLOSED SESSION

Pursuant to 5 ILCS 120/2 (c)(1) The Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees, Specific Individuals who Serve as Independent Contractors in a Park, Recreational, or Educational Setting, or Specific Volunteers of the Public Body or Legal Counsel for the Public Body, including Hearing Testimony on a Complaint Lodged Against an Employee, a Specific Individual who Serves as an Independent Contractor in a Park, Recreational, or Educational Setting, or a Volunteer of the Public Body or Against Legal Counsel for the Public Body to Determine its Validity and 5 ILCS 120/2 (c)(10) The Placement of Individual Students in Special Education Programs and Other Matters Relating to Individual Students.

MOTION

Member Crabtree moved, Member Hanlon seconded to adjourn the meeting to closed session for the purpose of 5 ILCS 120/2 (c)(1) and 5 ILCS 120/2 (c)(10). Upon a roll call being taken, the vote was AYE 7, NAY 0. **The motion carried 7-0.**

There was no action expected following the Closed Session.

The meeting adjourned to Closed Session at 9:20 PM.

Dave Long, Secretary

Chris Crabtree, President