

MINUTES
BOARD OF EDUCATION MEETING
COMMUNITY UNIT SCHOOL DISTRICT 200
October 12, 2022

The first regular meeting of the month of October of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the Jefferson Early Childhood Center, 130 N Hazelton, Wheaton, IL by Board President Chris Crabtree, on Wednesday, October 12, 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
 Mrs. Julie Kulovits
 Mr. Brad Paulsen

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

Board Member Julie Kulovits led the Board in the Pledge of Allegiance.

COMMUNICATION WITH THE HOST SCHOOL

Dr. Mary Davis, Principal of Jefferson ECC, welcomed all to the school and thanked everyone involved for the beautiful building that was built from top to bottom with little people in mind. Dr. Davis acknowledged the recent loss of one of Jefferson’s littlest learners, Elliott, and thanked all for their support. Dr. Davis also acknowledged the amazing Jefferson staff, students, parents, and PTA, noted the things she has seen from her students this year, and presented the Board and leadership team with a special art project made by the students – flower bouquets made from traced and painted handprints of all Jefferson students.

MODIFICATIONS TO THE AGENDA

None

BOARD PRESIDENT REPORT

President Crabtree reported on the following:

- Received an email informing us that IASB Executive Director Tom Bertrand is stepping down at the end of the school year. He has been extremely helpful in the last eighteen months, especially with the large unit school districts.

- President Crabtree visited two of her adopted schools, Johnson Elementary School and Wheaton North High School. Highlights included seeing the new playground at Johnson, visiting a fifth-grade classroom with 30 years of artwork adorning the ceiling, and speaking to the new Intro to Teaching I class at the high school.

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.

<u>Speaker</u>	<u>Topic</u>
Mary Ann Vitone	Action Items 2 & 3
Patty Cross	Action Item 2
Harold Lonks	OMA Violation
Rachel Heneghan	All Day Kindergarten
Jessica Hockett	Bad Decision Making
Nathan Mead	Kids

SUPERINTENDENT REPORT

Dr. Schuler provided the following updates:

- Thank you to the Jefferson staff and students for the kind welcome. Also noted was the loss of the Jefferson student – this is a loss to the entire school district and community.
- Dr. Schuler’s half-day building visits have included Jefferson, WWSHS, and Johnson. The visits continue to be impressive. He has had the opportunity to see a lot of math classrooms, especially at the elementary level, to see the implementation of the new IM curriculum.
- This week began with our Vision 2026 State of the Schools event – had a chance to visit with the Wheaton Rotary. An upcoming opportunity includes the Local Elected Officials meeting. These visits provide an opportunity to articulate the key work that is in front of the Board.
- October is Principal Appreciation Month – recognize the talented Principals, Assistant Principals, and Administrators in the District and the work that they do.

CONSENT AGENDA

1. Acceptance of Gifts to Monroe Middle School – Recommend acceptance of gifts to Monroe MS as presented.
2. Acceptance of Gift to Wheaton North High School Football Program – Recommend acceptance of gift to WNHS football program as presented.
3. Acceptance of Gifts from WWSHS Tiger PAWS – Recommend acceptance of gifts from WWSHS Tiger PAWS as presented.
4. Approval of Professional Learning Expenditure Request for Board Members – Recommend approval of professional learning expenditure request for board members as presented.
5. Approval of Illustrative Math Student Workbooks – Recommend approval of IM student workbooks as presented.
6. Approval of Bills Payable and Payroll – Recommend approval of the bills payable and payroll as presented.

7. Approval of Minutes – September 14, 2022, Open, September 28, 2022 Committee of the Whole, Open and Approval to Destroy Recording of Closed Sessions Prior to May 2021 As Allowable by Law – Recommend approval of minutes of September 14, 2022, Open, September 28, 2022 Committee of the Whole, Open and approve the destruction of recordings of closed sessions prior to May 2021 as allowable by law.
8. 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:

- #1-3 Gifts to the District: thank you for the generous gifts that are highlighted.
- #5 - IM Student Workbooks: a set of workbooks to supplement the elementary IM program. This purchase is to pilot the workbooks vs. printing all internally for the balance of the year.

MOTION

Member Booton moved, Member Blatner seconded to approve the 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

Approval of the 2022-23 Citizens Advisory Committee (CAC) Roster

The Citizens' Advisory Committee (CAC) met for the first time on September 21, 2022. At that meeting, the Committee reviewed and discussed the updated committee by-laws developed through a joint committee and approved by the Board of Education at the September Meeting. Information about the committee and the application to participate was distributed through multiple communication channels at the end of the last school year. There were twenty-eight new applicants for the committee this year, along with twenty-eight returning members, so a sub-committee was assembled consistent with updated by-laws. A memo from the sub-committee, a list of members recommended for CAC this year, and a list of meeting dates were attached to the Board agenda item. CAC meets at Wheaton Warrenville South from 7:00-8:30 pm on the dates that were identified. All meetings will be posted and conducted consistent with the requirements of the Open Meetings Act. Approved minutes from CAC will be shared with the Board of Education at the next Business Meeting following their approval by the committee.

Superintendent Schuler provided additional information on the following:

- The Board recently approved a revised set of bylaws for the CAC. Following this action, the CAC membership subcommittee reconvened and finalized the work.
- They were able to address any of the applications that came from schools not currently represented on CAC.
- Inviting the new committee members to join at the next CAC meeting, one week from tonight.

There were comments and/or questions on the following:

- Concerns over CAC and actions taken by some members of the committee, and disappointment with the tone of some of the communication from the committee.
- The need for a return to basic human decency.
- The CAC plays an important role in the Board's work.
- There were no applications received from individuals in the Madison boundaries.

- Last year, ten of the new appointees came from three schools, and tonight are recommending appointing people from these same three schools.
- Need to consider applications from those schools that have individuals that will be rolling off at the end of a given year.
- Important to represent the whole district and have people of different experiences in our different buildings be represented on CAC. What are we doing to make sure that people from those schools are recruited? When bylaws were revised, included language to indicate we would use the resources through the Communications Dept. to support that outreach (communicating through principals in communities that do not have as much representation as the application process opens, working with PTA Council and any available resources).
- Including members of underrepresented schools in the CAC subcommittees.
- Hopeful that the CAC can work together and be a partner to help mend the divide that exists in the community.
- The CAC has provided some valuable feedback and information to the board this year, is a high-functioning group and good discussion came from the group.
- Hope we do not make every school being represented the top priority, want a commitment from applicants to attend the meetings, be engaging, and participate.
- A lot of discussion in the subcommittee on all of the different dimensions, and the importance to find and see a balance on the committee. Hard to find balance in all of the dimensions of a 36-person committee. The goal is to have balance and bring thoughtful discussion around issues.
- If there are concerns about the process, important to have this conversation and get criteria out on the front end of the selection process next year.
- Dr. Schuler sat on the sub-committees and believes the committee was true to the bylaws in the evaluation that they put forth.
- Request to review the bylaws at the end of this year for the next selection committee.
- Every board member should attend a CAC meeting.

It was recommended the Board of Education approve the roster and meeting schedule for the 2022-23 Citizens' Advisory Committee as presented.

MOTION

Member Hanlon moved, Member Long seconded to approve the roster and meeting schedule for the 2022-23 CAC as presented. Upon a roll call vote being taken, the vote was AYE 6 (Hanlon, Long, Blatner, Kulovits, Paulsen, Crabtree), NAY 1 (Booton). **The motion carried 6-1.**

Approve Release of Portion of July 13, 2022 Closed Meeting Minutes, Pertaining to Request for Reconsideration of Media Complaint

At the July 13, 2022 Board of Education Meeting, the Board took action on a Request for Reconsideration of Media Complaint. The Reconsideration of Media Complaint was discussed in Executive Session, prior to the Board of Education discussing and taking action on the Reconsideration of Media Complaint in Open Session. The District received a response to a complaint filed with the Public Access Counselor (PAC) recommending this course of action as part of their non-binding opinion. The minutes and audio recording will be released following Board Action at the meeting.

Superintendent Schuler provided background, which included information on the following:

- Dr. Schuler advised the Board, with what he felt was the best information, to meet in Executive Session regarding the reconsideration of media complaint. Feedback from the PAC indicated that was not the right choice. Dr. Schuler took responsibility for the decision

and noted the District has every intention of complying with the recommendation from the PAC.

- It was noted for clarity that on the evening of July 13, 2022, the Board went into executive session for the reconsideration of media complaint, came out into open session and took a vote, then went back into executive session to discuss other topics – collective bargaining and the appointment of someone to fill a vacancy on the board. This is the reason the motion indicates to release a portion of the closed session minutes.
- The Board will be releasing in full any discussion related to the reconsideration of media complaint, and will be releasing in full, with the redaction of a couple of specific names, the closed minutes from that portion of the meeting.

There were comments/and or questions on the following:

- Clarification of what exactly will be released? The audio recording and the minutes.
- Is the complaint itself also made public? There is a portion of the complaint that was already released through a FOIA request with some redactions tied to it.
- Moving forward, if there is another media challenge, what do we do differently next time? The subject can be discussed at another meeting, as want to keep the discussion tied to the motion of releasing of the minutes, and on the two action items in front of the Board. There is a District process on the handling of the reconsideration of media. The process can be discussed at a future meeting should the Board choose to do so.

It was recommended the Board approve the release of portion of the July 13, 2022 closed meeting minutes, pertaining to the request for reconsideration of media complaint.

MOTION

Member Booton moved, Member Hanlon seconded to approve the release of portion of the July 13, 2022 closed meeting minutes, pertaining to the request for reconsideration of media complaint as presented. Upon a roll call vote being taken, the vote was AYE 7, NAY 0.

The motion carried 7-0.

Approve Release of Portion of July 13, 2022 Closed Verbatim Recording, Pertaining to Request for Reconsideration of Media Complaint

At the July 13, 2022 Board of Education Meeting, the Board took action on a Request for Reconsideration of Media Complaint. The Reconsideration of Media Complaint was discussed in Executive Session, prior to the Board of Education discussing and taking action on the Reconsideration of Media Complaint in Open Session. The District received a response to a complaint filed with the Public Access Counselor recommending this course of action as part of their non-binding opinion. The minutes and audio recording will be released following Board Action at the meeting.

There was no additional information, comments/and or questions on the item.

It was recommended the Board approve the release of portion of the July 13, 2022 closed verbatim recording, pertaining to the request for reconsideration of media complaint.

MOTION

Member Hanlon moved, Member Booton seconded to approve the release of portion of the July 13, 2022, closed verbatim recording, pertaining to the request for reconsideration of media complaint as presented. Upon a roll call vote being taken, the vote was AYE 7, NAY 0.

The motion carried 7-0.

ORAL REPORTS

Vision 2026 Professional Learning Program Update

Strategy five of the Vision 2026 strategic plan for academic excellence is about professional learning. This year the school district is focused on three of the four tactics listed under this strategy.

At the meeting, the administration presented specific plans outlined in the 2022-23 work plan for this strategy. The professional learning plan focuses on the three pillars of teacher support-train, plan, and coach. These three pillars support the learning acceleration strategies for academic excellence.

Mrs. Melissa Murphy, Assistant Superintendent of Educational Services, provided a Professional Learning Program Update PowerPoint presentation, which included information on the following:

- Vision 2026 Strategy Update: Develop a Comprehensive Professional Learning Program and Support System for Staff – Three tactics related to this strategy include:
 - Recognize and plan for professional learning within all academic and social-emotional learning strategies
 - Develop a professional learning program to support new staff members
 - Create a vision for instructional coaching
- Recognize and plan for professional learning within all academic and social-emotional learning strategies
 - 2022-23 Work Plan
 - Provide teachers with professional learning for Illustrative Math (IM) materials and pilot materials to provide Tier I math instruction to all students
 - Three Pillars of Teacher Support (recommended by Instruction Partners)
 - Train, Plan, Coach
 - Train
 - The explicit training that teachers, instructional coaches, and school leaders need to successfully implement instructional materials
 - Training sessions for the implementation of IM at the K-5 Level included:
 - NCTM Mathematical Practices for School-Based Leaders
 - Teach and Learn Session for School-Based Leaders
 - Teach and Learn Sessions I and II for all staff
 - Mathematical Mindsets for all staff
 - Unpacking Unit 1 for all staff
 - Cooperative Learning Bootcamp for Math Coaches
 - Diving into IM Classroom Assessments for Principals and Math Coaches
 - Additional IM Trainings to Support Multilingual Learners
 - Plan
 - The collaborative and/or independent planning processes that teachers engage in on a daily, weekly, and quarterly basis to successfully implement instructional materials
 - Collaborative planning sessions for the implementation of IM at the K-5 Level
 - The Sept. Institute Day focused on collaborative planning to prepare for the next unit
 - Coaches support during PLC time to assist in planning and preparation

- Schools have the opportunity to utilize funds to hire subs for a half-day of collaborative planning during the first trimester for each grade level
 - Currently working on a plan to provide two additional half-days of planning for all elementary teachers during second semester
 - Coach
 - The ongoing coaching and feedback teachers should receive to improve their content-specific instructional practices and strengthen their use of the curriculum
 - Coach is where the three pillars intersect
 - All elementary buildings have a full-time math coach to provide job-embedded professional learning
 - Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning
- Middle School Math Pilot – following the same 3 pillars
 - Train
 - NCTM Mathematical Practices for School-Based Leaders
 - Overview of IM for pilot teachers
 - Overview of HMH Into Math for pilot teachers
 - Plan
 - Coaches support during PLC time to assist in planning and preparation
 - Coach
 - Each MS has a full-time math coach to support job-embedded professional learning
- Recognize and plan for professional learning within all academic and social-emotional learning strategies
 - 2022-23 Work Plan
 - Provide teachers with ongoing professional learning for elementary ELA pilot materials
- K-5 ELA Pilot
 - Train
 - ELA Shifts training for all Principals and Reading Coaches
 - Optional ELA Shifts summer training for staff
 - ELA Shifts training for all K-5 teachers
 - Optional *Shifting the Balance* book study
 - Preparing for the ARC Core and Bookworm pilot for teachers
 - Coach
 - All elementary buildings have a full-time reading coach to provide job-embedded professional learning
 - Plan
 - Schools have the opportunity to utilize funds to hire subs for a half-day of collaborative planning for coaches to support pilot teachers
- Develop a professional learning program to support new staff members
 - 2022-23 Work Plan
 - Engage in research of high-quality mentor programs
 - EAB – New Teacher Mentorship Programs

- The Professional Growth Committee will focus its work on researching and recommending a high-quality mentor program to support new teachers
 - The group will utilize a research study from EAB to begin their work
- Create a Vision for Instructional Coaching
 - Stakeholder engagement:
 - EC-12 Administrators started work around building sustainable cultures of learning that would lead their building staff members to embrace a coaching system
 - District Coaches started offering feedback regarding what coaching currently looks like at their building level to inform a centralized instructional coaching framework
 - Math Coaches, Reading Coaches, Innovation and Learning Coaches, Instructional Coaches, Multilingual Learning Coaches, Student Support Specialists

There was additional information/comments on the following:

- Trained 150 leaders/teachers last spring before the implementation of Illustrative Math (IM). They, in turn, trained and supported the rest of their buildings on the information.
- Both Dr. Silagi and Mr. Spencer have been supporting the adoption of IM in the K-5 space with training in their areas of expertise.
- Important to recognize that the full-time math coaches at the elementary buildings also serve as interventionists at times.
- Middle School math teachers received training on both of the resources they are piloting this year.
- EAB is a research collaborative the district works with; they release best practices and programming that happen in other schools that we can utilize to implement in D200.
- One of the most valuable sources of professional development that we can give to staff comes in the form of our instructional coaches.
- D200 has approximately 45 staff members districtwide that have some sort of formal coaching duty as part of their position.
- The focus for the tactic of creating a vision for instructional coaching this year is an information-gathering process before an overall centralized vision of instructional coaching can be developed.
- The use of instructional coaches in buildings and classrooms – forming a relationship between the principal and coach; engaging in feedback loops with the various groups of coaches we have in the district; ensuring all are part of the conversation.

There were questions/comments/discussion on the following:

- The objective is to put standard guiding principles in place vs. a standard process. Different coaches do different things.
- Stakeholders for instructional coaches (information gathering phase) – includes principals/building administrators, and coaches themselves. At the HS level, ensuring the dept. chairs are included and are part of the conversation.
- Math coaches at the elementary level also serve as interventionists – how is that working? Do they have enough time to wear the coaching hat? Prioritizing students they believe need intervention. Important to note the redesign of the math block at the elementary level (from a 60 to 90-minute block). During this time, they can go into the classroom to support students, but are also able to model to teachers in the classroom how to best support students.

- Instructional coaches – refers to HS-level coaches.
- At the elementary level, do the teachers ask for the coaches to come in or do they go in and observe? How does that relationship work? A little bit of everything is happening right now. Coaches are spending time supporting new teachers.
- The pieces of training listed are those currently offered. Do believe there will be additional offerings as staff expresses the need for them.
- Ensuring new staff has the opportunity to complete the pieces of training.
- The Professional Growth Committee identified the need for teacher mentorship.
- Creation of the instructional coaching vision - General expectations of what universal principles might exist to help improve student learning.
- Each building will be responsible for how they utilize their coach with some guiding principles established through this process.
- Appreciation for the ESSER money being used for coaching and support, and for the plan in place and the purpose that is behind it.

Vision 2026 Human Resources Update

Annually the CUSD 200 Human Resources Department shares with the Board of Education the work the Department has completed during the 2021-2022 school year. This year we will share the annual updates with a connection to Vision 2026 in the Operational Excellence Strategies: Hire, develop and retain diverse, high-quality staff.

The CUSD 200 Human Resources Department presented the data from 2021-2022 on hiring, leaves of absence, student teachers, guest teachers/substitute teachers, micro-credentials, FOIA's, graduate coursework processing, retirements, and permissive transfers. Updates were provided on the Vision 2026 Operational Excellence Strategies: Hire, develop and retain diverse, high-quality staff.

Dr. Charlie Kyle, Assistant Superintendent of Administrative Services provided a Human Resources in District 200 PowerPoint presentation, which included information on the following:

- Human Resources Vision 2026 Focus
 - Vision 2026 target under Operational Excellence Strategies: Hire, develop and retain diverse, high-quality staff
 - Tactics:
 - Actively recruit a diverse pool of candidates
 - Maintain competitive wages
 - Proactively address staff shortage and workforce needs
 - Implement a “Grow your Own” teacher career pathway
 - Actively support dual credit certification for secondary teachers
- District Overview 2021-2022
 - Hired 563 Staff (teachers, support staff, administrators, summer recreation, and summer school personnel)
 - Hired 117 Guest Employees (Substitutes)
 - Processed 541 Resignations
 - Processed 1,177 Employee Assignment Changes
 - Processed 183 Leaves of Absence
 - Coordinated 185 Student Teachers/Observation Placements
 - Processed 156 Graduate Coursework Lane Changes
 - Processed 257 Micro-Credentials
 - Recognized 120 Service Award Recipients
 - Responded to 92 FOIA Requests
 - Processed 244 Permissive Transfers

- Human Resources Implementations
 - Interviewstream – prospective teacher candidates submit a video interview through the online application process
 - A candidate is asked three questions:
 - 1) How did you choose your field of study?
 - 2) Describe the teacher or professor that has created the most beneficial learning experience for you.
 - 3) What is your ultimate educational goal?
 - Benefits of Interviewstream
 - Opportunity to hear more about prospective candidates earlier on in the screening process and identify communication skills and personality
 - Eliminates phone screens
 - Allows team to be more efficient with their time, by giving them the ability to review interviews on their time
 - Ability to share candidates with other stakeholders to determine who should advance through the recruitment process
 - Expanding it to prospective Administrator candidates during the next hiring season
- Staffing – Head Counts
 - Certified staff - FY21 (1164); FY22 (1160); FY23 (1172)
 - Non-certified staff – FY21 (501); FY22 (476); FY23 (428)
 - Administration – FY21 (56); FY22 (56); FY23 (58)
 - Retirements for 21-22 – Certified (26); Non-certified (33); Administration (2)
- Tactic #1 – Actively Recruit a Diverse Pool of Candidates
 - New staff totals by category (American Indian/Alaskan Native, Asian, Black/African American, Hispanic or Latino, and White) for years 2018-19 through 2022-23
- Tactic #2 – Maintain Competitive Wages
 - Working with the CEA to open up the current contract to address some concerns in wages and benefits that will make us more competitive with comparative districts
 - Starting the process of negotiations with the WWEA on a new contract. Negotiations will start in January 2023
 - Evaluating specific categories that are not covered by collective bargaining groups like substitutes
- Vision 2026 Tactic #3 – Proactively Address Staff Shortage and Workforce Needs
 - Increased Guest Teacher pay from \$115 to \$125 a day
 - Increased Permanent Guest Teachers from \$125 to \$160 a day
 - Increased Long-term Guest Teacher pay from \$145 to \$230 a day
 - Post all open positions on Indeed, online, and on the CUSD 200 website
 - Advertised open positions on Twitter, Facebook, LinkedIn, and CUSD 200 community
 - Attended Education job fairs
 - Using QR codes at all 21 buildings to attract parents, grandparents, and guardians to help fill some of our openings
 - Contracting out hard-to-fill certified and non-certified positions
 - Why CUSD 200 Promotional Campaign
- Hiring Challenges 2022-2023
 - Special Education Teaching Assistants (29 vacancies); Psychologists (3); Guest (Substitute) Teachers; Special Education Teachers; Bilingual Teachers; Lunchroom Supervisors; Secretarial/Clerical Support Staff; Student Supervisors (4)

- Vision 2026 Tactic #4 – Implement a “Grow Your Own” Teacher Career Pathway
 - 3 Sections of Introduction to Teacher Course (HS level)
 - 214 staff requests to be mentors
 - All 66 students paired with one CUSD 200 teacher
 - 3 full-day field trips each semester
 - 2x a week students go to other CUSD 200 schools for field experience
 - Working on actively recruiting diverse students into the pathway
- Tactic #5 – Actively Support Dual Credit Certification for Secondary Teachers
 - Ian Smith (Director of HS Instruction) surveyed all HS teachers on interest in teaching dual credit courses
 - HR reviewed interested teacher's college transcripts to determine who can teach a dual credit course
 - COD requirements for dual credit teachers:
 - Core academic courses need a masters in the subject area or any master's degree and 18 hours in the subject area
 - Teachers can begin teaching a dual credit course after hours, as long as they pursue the 18 credits
 - Non-core courses – need a bachelor’s degree with a combination of teaching and work experience in the subject area
 - Working with the WWEA on this tactic
- Human Resources Vision 2026
 - Vision 2026 target under Operational Excellence Strategies:
 - Hire, develop and retain diverse, high-quality staff
 - Tactics:
 - Actively recruit a diverse pool of candidates
 - Maintain competitive wages
 - Proactively address staff shortage and workforce needs
 - Implement a “Grow your Own” teacher career pathway
 - Actively support dual credit certification for secondary teachers

There was additional information/comments on the following:

- Interviewstream is a new product that was added this year. Received feedback from Principals and Asst. Principals that they loved it.
- One of the barriers to recruiting a diverse pool of candidates – there are a lot fewer teaching candidates in general, and therefore fewer diverse teaching candidates.
- The benefit of having permanent guest teachers in our District and the numbers used at each level.
- Continue to build the substitute pool, but are not yet where we were pre-pandemic.
- The plan is to have an old-school job fair to recruit candidates for open positions.

There were questions/comments/discussion on the following:

- Excited about the creative approach – the things we are doing, collaborating with other professionals, and using new as well as old ideas to deal with a challenging issue.
- The percentage of applicants that end up getting hired; almost every candidacy pool has dropped tremendously.
- Interviewstream and how that process works for applicants – record answers to three questions. Also may use a virtual process to interview some, but eventually need to have an in-person opportunity to talk with a candidate before hiring.
- The difference between a permanent guest teacher and a long-term guest teacher.

- The COD (College of DuPage) requirements for dual credit teachers – must have a teaching certificate.
- Does the district do exit interviews with teachers that leave? If so, do we see common themes? Exit interviews are done if the individual leaving has requested one.
- Shortages with BASP (Before and After School Program) assistants and the hiring challenges; hiring students at the HS for these positions; the availability of the students hired; waitlists at elementary schools for the BASP program – how many schools have them?; noted waitlists may be rolling depending on the enrollment; recruiting of HS seniors that have early release for the BASP positions.
- The process for short-term substitute/guest teacher certificates and using local college students, local community members, posting QR signage in highly visible areas, etc. for these positions and others that have shortages.

DISCUSSION ITEMS

Discussion of Middle School Capital Projects

The administration provided an update to the Board of Education on the Middle School Capital Project discussions/planning that has been taking place in District 200.

Dr. Brian O’Keeffe, Assistant Superintendent of Business Services, along with members of the Facilities team and architect team from Perkins & Will provided a Master Plan Review/Update PowerPoint presentation, which included information on the following:

- Design the Journey Before the Place
 - Understanding the learning journey that D200 students are on - what does that learning want to look like and what do the spaces look like to make that happen?
- Original Facilities Master Plan (FMP) Guiding Principles (2016) – Based on community feedback, all recommendations should...
 - Create environments that are flexible and encourage collaboration and creativity
 - Reflect the continuing evolution of education globally and within the District
 - Be fiscally responsible, efficient, and sustainable
 - Provide a physical environment that is optimized for learning and instruction
 - Allow for parity across the District
- Original Building Age for the D200 Middle Schools (MS)
 - From oldest to newest – Franklin, Edison, Monroe, Hubble
- Educational Environment Improvements – Common Themes (from the previous master plan)
 - Classroom furniture; flexibility
 - Science lab classrooms
 - Common space utilization; building finishes
 - Classroom size; collaboration space
 - Library Learning Centers
 - Accessibility; wayfinding
- Educational Environment Improvements – Areas of Investigation
 - Academic Focus (how the facilities are supporting education daily)
 - Aesthetic Focus (things that need to be brought up to date)
 - Capital Focus (improvements that need to be done even if nothing else is done)
- Educational Environment Improvements – Observations
 - Edison
 - Academic Focus - Science Lab Classrooms, Right Sizing Classrooms, Collaboration Spaces, Library Learning Center, Student Wellness
 - Aesthetic Focus - Update Interior Finishes, Develop/Extend ‘brand’

- Capital Focus - Update Toilet/Locker Rooms, Improved Accessibility, HVAC Improvements, Update Cafeteria, Window Replacements, Gym Floor Replacement
 - Franklin
 - Academic Focus - Science Lab Classrooms, Right Sizing Classrooms, Collaboration Spaces, Library Learning Center, Student Wellness, Team Rooms
 - Aesthetic Focus - Update Interior Finishes, Improved Wayfinding
 - Capital Focus - Update Toilet/Locker Rooms, Update Cafeteria, HVAC Improvements, Gym Floor Replacement, Acoustic Improvements
 - Monroe
 - Academic Focus - Science Lab Classrooms, Right Sizing Classrooms, Collaboration Spaces, Library Learning Center, Student Wellness, Performing Arts, Special Education
 - Aesthetic Focus - Update Interior Finishes, Natural Light Access, Improved Wayfinding
 - Capital Focus - Update Toilet/Locker Rooms, Improved Accessibility, Update Cafeteria, HVAC Improvements, Gym Floor Replacement
- Schedule/Process
 - Project Organization/Information Flow
 - Building Teams (at each one of the three MS)
 - Executive Committee
 - Board of Education
 - Process Planning – Proposed Schedule
 - MS Planning Update as of 10.12.22 – Timeline Draft from Aug 2022 through Feb 2023
 - Community Engagement Sessions, Building Tours, Options Development, Executive Committee Meetings, Building Team Meetings, Board of Education Presentations/Review, Budgeting, MS Master Plan Update Deliverable

There was additional information/comments on the following:

- One of the Vision 2026 Strategic Plan operational strategies is to ensure we are investing in our facilities and meeting the needs as defined in the Facility Master Plan that was created in 2016.
- The focus to date has been on the elementary and high school side of things.
- The Educational Environment Improvements – Common Themes from the previous master plan were used as the basis for discussion with the current staff in the three schools.
- There are commonalities in the educational environment improvement observations, but there also are some unique aspects to each one of the schools.
- Have met with and will continue to meet with building teams.
- The development of pricing and budgets for the proposed projects.
- The goal to share planning options with the Board at the December meeting, and to finalize a document in the Jan-Feb timeframe.

There were questions/comments/discussion on the following:

- The makeup of Building teams – includes the Principal, Asst. Principal, and representatives from within each of the buildings; from 5-8 people.
- Administrative/Executive team – includes the Supt, Asst Supt of Business, and Director of Facilities.

- The number of opportunities to engage with the building teams – at least three by the time the potential initial solutions are delivered to the Board in January. There will be an additional round of engagements launched after this time to include building staff, parents, and the community.
- “Reconfiguration of spaces” - how that intersects with curriculum choices or programs. Noted the Director of MS Curriculum, Scott Chedister, being a part of the team to ensure there is a common lens for the District as it relates to spaces, curriculum, and instruction.
- Request to see the 2016 Master Facility Plan again.
- Where is the financing coming from? Coming up with plans we may not afford or have the community support to pursue seems premature.
- Ensuring the board understands the financial options and tools that are available.
- The work has to happen concurrently – exploring options based on need so that when you apply a financial lens to it, you have criteria to evaluate that financial lens.
- Have used the 2016 facility master plan to guide the work that has been done since then.
- How does money pay for these projects? This can potentially happen through multiple streams or revenue (including the \$7 million annually put toward capital projects, fund balance opportunities, to other potential mechanisms that may allow access to capital).
- Don’t need fancy to accomplish great things.
- Want to do the right thing and be pragmatic about it.
- MS initial visits – reviewed the guiding principles/needs identified in 2016-17 and asked if these still applied. If not, what are they now?
- Don’t know how we can talk about the financing without doing this part, developing a project list; bigger ticket items – we might have to look at other alternatives for financing.
- Timing and the difficult time economically to create anything beyond needs.
- Will not know for certain until final concepts and phasing are complete, but this is at least three years' worth of work that would potentially begin in summer 2024 at the earliest.
- The design standard in the District has never been fancy – have always designed toward what gets the job done in terms of providing the experience, an example being the retooling of the foods lab at WWSHS.
- Applying the design standards and processes in the District – getting the job done for a fair and reasonable cost for our taxpayers.
- There are science labs at the middle schools - they are just very old.
- Student wellness spaces in the buildings – spaces where health offices, social work offices, and student support services/counseling offices are housed, and how the facilities will support student wellness, student connectedness, and a healthy environment.
- Monroe and special education focus – Monroe has the highest needs program and the most students in the program (along with Hubble) at the MS level.
- Discussion on the location/retooling of spaces in the building to be sure they are fitting the student learning function for those programs; as the needs have changed in our programs, the need to ensure the spaces keep up with it.
- Obtaining feedback from the special education department on the retooling of spaces.
- Spreading out the special education population throughout the school vs. confining it to one area of the school.
- Preference for the term “funding” vs. “financing”. Financing is part of a funding strategy that will be reviewed with the finance committee. There are a lot of tools available to us, not only financing.
- Spaces do not have to be new and state-of-the-art unless the curriculum drives that need.
- Schools are being designed for a different model of education that our kids are experiencing now. Having a master plan to tackle the academic focus is essential to the needs of the kids;

modern learning/modern facility planning is a balance between capital needs as well as the academic focus for the building as students prepare for the future.

- Ensuring this aligns with Vision 2026 and Portrait of a Graduate (POG).
- As the process moves forward, seeing how ideas merge when looking at LLC renovations, cafeteria renovations in a modern facility, and creating a different experience for students.

Discussion of IASB Resolutions and Direction for Delegate Voting

Each year the Illinois Association of School Boards (IASB) holds an annual conference. At the annual conference, resolutions are reviewed which have been submitted for consideration. Resolutions that are adopted then become items the IASB works to change or implement. The Delegate Assembly takes place at the Illinois Association of School Boards (IASB) Joint Annual Conference in November. Board Member Susan Booton will represent the Board as the Delegate at the November meeting.

Board members received the resolutions in September 2022. The Board discussed the resolutions which are under consideration and will be voted on at the 2022 Delegate Assembly meeting on November 19, 2022.

Superintendent Schuler and Board President Crabtree led the discussion on the resolutions identified for consideration, which included:

- There are a total of eight resolutions for consideration, which include three new resolutions and five amendments to existing resolutions.
- The Board was asked to identify which of the resolutions individual board members needed further discussion or clarification on or did not support the recommendation from IASB.
- Board Member Booton, who will represent the Board as the delegate at the Delegate Assembly will have an opportunity to interact with the team that put the resolutions together and ask additional questions before the November meeting.
- Reminder we are recommending the direction for IASB to lobby the legislators for, not making laws.

The following resolutions were discussed:

- Resolution #1 – Fund Balances – Miller Ratio Adjustment
- Resolution #2 – Alternative Fueled School Bus Funding
- Resolution #3 – Firearm Dealer Location
- Resolution #6 – Involvement with Candidates for Public Office – Amend Position Statement 3.02

After discussion, there will be further discussion at the November meeting on Resolutions #1 and #6, with a quick check-in on #2 and #3. Board members were asked to provide any additional questions to Member Booton before November 3rd.

WRITTEN REPORTS

Monthly Financial Reports

FOIA Report

Board Communication Log

Citizens Advisory Committee (CAC) Report

- There was a request and discussion on providing the CAC minutes to Board members sooner than the current process, which is the Board meeting after the minutes are approved

by the CAC. In some cases, this is two months out. A draft of the minutes can be shared with the board before being on the agenda.

REPORTS FROM BOARD MEMBERS

Board Committee Reports

The Board Facilities and Finance Committees met in September. The meeting notes were attached to the Board agenda.

Other Reports from Board Members

- Board members spoke of visits and experiences at their adopted schools, which included the following schools:
 - Monroe, Hubble, Hawthorne, Emerson, Edison

TOPICS FOR FUTURE DISCUSSION

2022 Tax Levy

NEXT REGULAR MEETING

November 9, 2022, 7:00 PM, Longfellow Elementary School

ANNOUNCEMENTS

October 26, 2022, Committee of the Whole, 7:00 PM, School Service Center

CLOSED SESSION

Pursuant to 5 ILCS 120/2 (c)(2) Collective Negotiating Matters Between the Public Body and its Employees or Their Representatives, or Deliberations Concerning Salary Schedules for One or More Classes of Employees

MOTION

Member Crabtree moved, Member Long seconded to adjourn the meeting to closed session for the purpose of 5 ILCS 120/2 (c)(2) Collective Negotiating Matters Between the Public Body and its Employees or Their Representatives, or Deliberations Concerning Salary Schedules for One or More Classes of Employees 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 9:39 PM.

Dave Long, Secretary

Chris Crabtree, President