

**MINUTES**  
**BOARD OF EDUCATION MEETING**  
**COMMITTEE OF THE WHOLE MEETING**  
**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**September 22, 2021**

The Committee of the Whole meeting for the month of September 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, September 22, 2021, 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  
                              Dr. Mary Yeboah

Absent:                   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**

Mrs. Melissa Murphy led the Board in the Pledge of Allegiance.

President Crabtree noted the meeting was a Committee of the Whole Board Meeting, which is structured differently from a regular business meeting and held five times per year. These meetings allow the Administration to present on topics that are central to the instructional programs and overall operation of the District.

**SUPERINTENDENT REPORT**

Dr. Schuler reported the following:

- Board members received an invitation to a Local Elected Officials Breakfast to be hosted by the District on Friday, November 12<sup>th</sup>. This annual event, which did not happen last year due to the pandemic, provides a good opportunity to come together with local partners, share an update on the school district, and share a dialogue with others. This event will be hosted at the Wheaton Park District Community Center.
- The District has started to gather applications from students at both high schools for student groups that will meet throughout the year with the Board. Historically the Board has participated in both a fall and spring Chat with the Board at the high schools. These were

opportunities for the Board to interact with and learn from students. This format has been modified and will be modeled after the Board teacher group experience. The high schools are currently collecting student interest for this. The goal is for each board member to have a group of students comprised of the two high schools, and to launch the student groups by the end of the first quarter. These student groups will take the place of the fall and spring Chat with the Board sessions and the placeholders for these two sessions will be removed from the calendar.

- Wheaton Lions Club has partnered with the People’s Resource Center (PRC) to do a food drive in honor of September being National Hunger Awareness Month. Collection boxes will be at District 200 schools for non-perishable food items to help restock the shelves at PRC. Students, staff, and community members were encouraged to participate.
- The Thought Exchange tool which has been used in the District to gather feedback on topics was launched with staff last week to obtain some feedback on the first three weeks of school. Staff was asked to tell about the experience with students in the first three weeks, both positive experiences and lessons learned, as well as challenges. The results will be brought to the Board at a future meeting.

## **SUSPEND THE RULES AND ADJOURN TO WORKSHOP SETTING**

### **MOTION**

Member Booton moved, Member Long seconded to suspend the rules and adjourn to a workshop setting. Upon a roll call vote being taken the vote was: AYE 6, NAY 0.

**The motion carried 6-0.**

### **Board Reports**

#### Overview of Test to Stay Option

District 200 works with our local health department to facilitate contact tracing of infectious students, teachers, and staff, and consistent implementation regarding isolation of cases and quarantine of close contacts. Each building has a team that works collaboratively to effectively carry out contact tracing in our schools, and communicate that information with the DuPage County Health Department that has the authority to quarantine. In the initial guidance offered by the Illinois Department of Public Health and Illinois State Board of Education, a modified quarantine option called Test to Stay is identified. The option allows, under certain circumstances of close contact in our school buildings, for a student to remain in school as long as they test on designated days. The Test to Stay Option does require approval from the local health department.

On September 13th, the DuPage County Health Department released a memo to school districts on the Test to Stay Protocol. The memo was attached to the board report. While DCDH does not currently endorse or recommend the program, school districts do have the ability to utilize Test to Stay. Schools evaluating whether or not to implement this option should carefully consider the anticipated benefit, the potential risks associated with close contacts remaining in the classroom and extracurricular settings, and the resources required to fully and safely implement the requirements. Schools should also ensure all parents/guardians are aware that this option is being implemented.

At the meeting, the administration reviewed this option with the Board of Education, including the specific criteria identified above. The program has already been reviewed and discussed with the Citizens’ Advisory Committee, PTA Council, members of the medical community, DuPage County Health Department, and school districts in surrounding counties already utilizing the Test

to Stay Option. The various groups have provided input, questions, and feedback for consideration as this option was discussed and evaluated with the Board of Education. There was Information shared on the Test to Stay Option, which included the following:

- Contact Tracing
  - D200 works with DCHD to facilitate contact tracing of infectious students, teachers, and staff.
  - Consistent implementation regarding isolation of cases and quarantine of close contacts.
  - Each building has a team that works collaboratively to effectively carry out contact tracing.
- Contact Tracing Event
  - Unvaccinated vs. Vaccinated individuals
  - If unvaccinated, there are 4-plans identified by IDPH & ISBE:
    - 14-day Quarantine, 10-day Quarantine, 7-day Quarantine, as well as the Test-to-Stay Option
- Test to Stay (TTS) Guidance
  - A modified quarantine option approved by IDPH and ISBE.
  - DCHD does not currently endorse/recommend TTS with a modified quarantine option, however, schools/districts in DuPage may choose to implement option.
- What is Test to Stay?
  - TTS can be utilized for students identified as in-school close contacts to *remain in school*.
  - Students identified will be tested on days (1), (3), (5), and (7) from the date of exposure.
  - TTS is only applicable when there is a confirmed COVID case and close contact consistently and correctly wore masks, regardless of vaccination status.
  - Parents must consent to testing and vigilant monitoring for any COVID symptoms that may develop.
- Current In-School Close Contact Quarantines (as of 9.22.21)
  - District total and total by level
- Resolved In-School Close Contact Quarantines (as of 9.22.21) with No COVID transmission
  - District total and total by level
- DuPage County Health Dept. (DCHD) Feedback
  - DCHD does not currently endorse or recommend the TTS option.
  - Concerns related to a lack of evidence supporting its use.
  - DCHD also has a concern about the potential lack of standardized protocols for schools to follow.
  - DCHD views TTS as experimental.
  - DCHD has a concern with the current level of community transmission.
  - Districts should carefully consider the anticipated benefit, potential risks, and resources required to fully and safely implement the requirements.
  - Ensure all parents/guardians are aware this option is being implemented.
- Nearby County Health Departments that Support TTS
  - Cook, Lake, Kane, Will, McHenry, Kendall
- Monitoring Metrics – TTS Program
  - Number of students utilizing TTS
  - Students testing positive while in TTS
  - \*It may be necessary to pause the program if either metric raises specific concerns for D200 students.

- Logistics and Operations
  - Utilize Safeguard Vendor (\*used last year for surveillance testing program)
    - Separate from SHIELD weekly testing
    - Speed in providing results
    - RT-PCR test (saliva)
  - Parent Consent
    - Electronic or written signature
    - Students do not need to be previously enrolled in a testing program
  - On-Site Testing
    - Observed by Health Office Staff
    - Materials available at each school site
    - Transported by D200 to Safeguard lab
  - Feedback
    - DCHD (9/13), Citizens Advisory Committee (9/15), PTA Council (9/15), Medical Community Expertise (9/15-9/17), School Districts Using TTS (Lake County).
- District 200 Decision Point - Discussion
- 2021-22 In-Person Learning Plan
  - Shared with the school community on August 11, 2021)

There was additional information/comments on the following:

- The District team takes care of the contacting tracing investigation when there is a positive COVID case that is identified in school or from a school program activity or transportation. The DCHD takes care of contract tracing investigations outside of school (home or community-based situations).
- While there are currently fourteen quarantined students due to in-school close contacts, the Board was reminded earlier in the school year, quarantine was a challenge for the District (at one point having 117 in-school close contact quarantined students).
- Bus situations are currently the biggest source of in-school close contact quarantines.
- To date, none of the in-school close contact quarantines have tested positive for COVID.
- The largest percentage of quarantines that test positive are a result of home situations or community-based activities.
- The District has materials left over from the Safeguard program last year that can be used for testing (includes tubes, straws, and labels).
- A draft document of the TTS process developed with key individuals was reviewed with the Board. This begins with notification to parents of identification as a close contact through the communication of any positive results of the RT-PCR test to health office staff and parents.
- The Lake County Health Dept. pulled aggregate data and their rate of positivity for students in the TTS is less than 1% across the county.
- Logistics around testing was a challenge early on for Districts that implemented TTS.
- SHIELD continues to expand its testing volume across the state as districts are beginning regular surveillance testing.
- Weekly SHIELD testing volume for the District and the decision to separate the TTS piece
- The goal of keeping kids in school and avoiding quarantine when we can do so.
- IDPH just adjusted the contact tracing definition on a bus – moved from six feet to three feet.

There were questions and/or discussion on the following:

- The District would be ready to execute TTS as soon as this protocol is communicated out to the community and staff. The infrastructure (from Safeguard) is in place and the testing supplies are available. Communication to and training of health office staff could take place on the upcoming Institute Day (9.24.21).
- What are the conditions in the area from the DCHD viewpoint that differ from surrounding counties that would cause them not to support TTS?
- Testing on days one, three, five, and seven are required in the protocol for TTS.
- American Academy of Pediatrics guidance
- Food and housing insecurity and accommodating a quarantined child.
- Safeguard testing vs. SHIELD – cost, the amount of saliva needed,
- DCHD Language – “not supporting” vs. “allowing” TTS.
- Students participating in TTS can continue to ride the bus for transportation while testing.
- The importance of implementing this process with fidelity – TTS is different from weekly surveillance testing.
- Safeguard – will only pay for the tests that are run.
- SHIELD is testing in high volume across the state which is producing some delays in results.
- Of the number of positive cases for the school year, have there been any hospitalizations?
- Quarantining students and the impact on the lower socioeconomic students and families.
- Treating vaccinated and unvaccinated individuals differently concerning testing and close contacts.
- TTS does not apply to close contact lunch situations due to masks not being consistently worn during lunch periods.
- Staying consistent with the surrounding counties concerning the TTS process and protocols.
- Contact tracing definition concerning testing and the time an individual can shed the virus.
- Students being in a classroom with their teacher accessing all of the learning that is taking place is the best of learning situations.
- Parent communication - ensuring that language (bilingual) is not an issue concerning consent.
- Piloting TTS vs. full implementation.
- Implementing now while the numbers are low and before flu season.
- Implementing TTS and whether there is a ceiling/capacity as to when it is too much.
- Clarification on the definition of a close contact.
- Building staff being proactive to seek out students who are in TTS protocol.
- There is a contact tracing team in each building.
- Sports and activities related to proper mask-wearing and contact tracing.
- Every positive case within our schools is being traced to understand where the source is.
- Possible outbreak investigation must occur whenever there are two cases in a school/classroom to determine if there is an unidentified source of where that transmission would have come from.
- Ensuring students that have a safe option to return can return if they qualify under the TTS guidelines.

#### Emotional Wellness and Social-Emotional Learning Update 2021-22

The 2021-22 Social-Emotional Learning Goal Plan includes several focus areas aimed at improving the school experience for students. A key priority is on ensuring the emotional well-

being of all students through a variety of strategies and supports. An update on the SEL goal plan and the supports and assessments was given to the Board of Education. A report on the assessments that are utilized was given. Additionally, the current goal plan was discussed in further detail. Highlights of the goal plan include relationship mapping, expanding emotional wellness coordinators, and behavioral wellness programming. There was an SEL presentation shared with the Board which included the following:

- Learning Goals
  - Goals – provide understanding of each SEL goal concerning the SEL framework.
  - Actions – provide understanding of each action related to each specific goal.
  - Assessment – provide understanding of each assessment related to each goal area.
- Relationships
  - Goal – ensure all students have a relationship with a trusted adult in D200 schools.
  - Actions – trusted adult relationship mapping and utilization of response strategies and plans to connect with students.
  - Assessment – trusted adult survey
- Emotional Wellness
  - Goals – provide successful coordinated re-entry for students returning from hospitalizations; ensure students know how to advocate for peers/themselves when the risk of harm to self may be present.
  - Actions – support and utilize emotional wellness teams at the 6-12 level; implement SOS (Signs Of Suicide) prevention program at grades 8-12.
  - Assessment – BSAD (Brief Screen for Adolescent Depression); Risk of Harm to Self/Others; Hospitalizations.
- Learning
  - Goals – introduce a universal SEL assessment tool at elementary and MS; expand offerings and student participation in clubs and activities (K-12); integrate SEL standards into elementary report cards.
  - Actions – pilot SAEBRS assessment at select elementary and MS; communicate expanded offerings while also utilizing activities to connect disconnected students; finalize report card with SEL learning team for 2022-23.
  - Assessment – SAEBRS (Social, Academic, and Emotional Behavior Risk Screener); activities participation data.
- Behavioral Wellness
  - Goals – implement research-based foundational behavioral practices in all elementary schools; ensure all D200 staff knows how to proactively and reactively respond to crisis behavioral situations.
  - Actions – provide Foundational Behavioral Classroom Training to elementary staff; provide crisis prevention and proactive behavioral training to all D00 staff; implement Significant Disruptions Protocol (KL-5).
  - Assessment – student discipline data; significant disruptions.

There was additional information/comments on the following:

- There were supporting documents outlining the goals, actions, and assessments that revolve around the Board goal plan for the Student Services/SEL area.
- Presenting the Board work plan for this year broken down into more detail.
- The assessment and data sources related to social-emotional learning that are being utilized.
- Relationships – kids should feel cared for by an adult and kids should also feel that the adult wants them to get better and grow.

- Response strategies for those students that are not feeling connected to a school.
- Spent a year researching protocols with a group of mental health experts for the assessments associated with emotional wellness.
- The SAEBRS assessment becomes one more data point to make sure we are meeting the needs of all students.
- Activities participation data – a piece of that data led to implementing the activities buses.

There were questions and/or discussion on the following:

- Trusted adult survey – given at the secondary level last spring; the deadline for this year is early November.
- Student discipline issues this year to date – same trend as pre-pandemic?
- Using all data and pieces of the SEL framework to evaluate emotional wellness, as it relates to the regular stress of being a kid in 2021.
- The follow-up steps once there is information gathered showing concern for a student’s emotional wellness, and the importance of maintaining and promoting strong partnerships with parents.
- Integrating discipline data into the behavioral wellness area of the SEL framework.
- The idea of investing in trained marriage and family therapists in schools to recognize family systems and holistic wellness.
- Promoting inner well-being for students and connectedness as this relates to the Portrait of a Graduate (POG).
- Integrating SEL standards on elementary report cards – what does this look like and accomplish?
- In addition to all of the assessments, there are classroom teachers doing check-ins, and examples of explicit and purposeful SEL teaching taking place in the buildings.
- Upcoming workshops including one in November targeting inner motivation for all students, as well as young athletes.

### Learning Acceleration Plan and Resources

District 200’s Learning Acceleration Plan was presented to the Board of Education on February 24, April 28, and May 12. In previous meetings, the Board received an overview on the expanded summer learning opportunities to support academic needs from the disrupted year. Additionally, several federal grant allocations have been made to District 200 as a part of the COVID-19 Relief Legislation. The grant allocations have been made available to school districts as a part of three different grant programs. These grant allocations support the D200 Learning Acceleration Plan by providing additional programs, staff, and resources.

At the September 22nd Committee of the Whole, the administrative team presented to the Board an update to work in progress for this school year for learning acceleration plans and resources that have been returned and added to our schools, which included the following:

- Three Guiding Questions
  - What is Learning Acceleration?
  - What are District 200’s Key Priorities for Learning Acceleration?
  - What Resources Support the Learning Acceleration Plan and How Will it Be Monitored?
- What is Learning Acceleration?
  - Academic Impact of COVID-19
    - The pandemic has caused unprecedented disruptions to regular school routines.

- Serving students with varied academic needs have created a more significant challenge in the pandemic for educators.
    - D200's approach to address unfinished learning is focusing on acceleration and not remediation.
  - Acceleration vs. Remediation
    - Acceleration is about going forward and preparing students for success in the present with a focus on current grade-level standards.
    - Remediation is about spending significant time in below-grade level standards before moving into new learning and grade-level standards.
- What are District 200's Key Priorities for Learning Acceleration?
  - Learning Acceleration Key Priorities
    - Whole Child Approach; Meet the Needs of All Students; Start With Those Most Vulnerable; Ensure Attendance and Engagement; Use Assessment to Prioritize Learning; Accelerate or Integrate, Don't Remediate
  - 2021-22 Learning Acceleration Focus
    - Meet the Needs of All Students; Use Assessment to Prioritize Learning; Accelerate or Integrate, Don't Remediate.
    - The FIT components of Standards Mastery and Differentiation are a districtwide focus this school year.
- What Resources Support the Learning Acceleration Plan and How Will it Be Monitored?
  - Federal Relief Funding
    - For the 21-22 school year, ARP ESSER funds will be used to expand resources to support learning acceleration and innovation plans.
    - Resources have been expanded to support elementary, secondary, and districtwide programming.
  - Elementary Resources and System Monitoring
    - This year all specialists have returned to their roles and additional resources added to support the learning acceleration plan.
  - Secondary Resources and System Monitoring
    - Funding has been used to increase resources at the secondary level (MS math coaches/interventionists and HS academic interventionists).
  - Districtwide Resources and System Monitoring
    - D200 created new systems to support those students that qualify for home and hospital instruction through Board Policy 6:150, and those students with confirmed COVID cases, probable cases, and close contacts excluded from school temporarily.

There was additional information/comments on the following:

- Not using the term “learning loss” as this has the connotation that kids lost knowledge, while “unfinished learning” has happened due to the changes in the school routines.
- Acceleration recognizes there may be past skills that need to be addressed, but within the context of what is currently being taught, while remediation involves reviewing everything that was missed.
- Educators being strategic and weaving in past content is based on best practices and significant research.
- Last year's learning acceleration key priorities focused on starting with those most vulnerable and ensuring attendance and engagement.
- The following information was detailed for the Board to understand the resources that were expanded to support elementary, secondary, and districtwide programming: the specialist position(s), 2020-21 FTE allocation, the 2021-22 FTE allocation, the learning



acceleration/innovation focus for each position, and how the impact of each position will be measured (metrics used).

- Elementary math interventionists were added and supported by federal relief funding.
- Reading coaches vs. math coaches allocation.

There were questions and/or discussion on the following:

- The number of additional positions and those paid out of ESSER funds; funding for positions post ESSER funding.
- The difference between math coach and math interventionist positions as it relates to acceleration vs. remediation.
- More than an accelerated learning plan – a better model of ensuring that the kids who need resources the most, get what they need to learn and succeed.
- Drawing attention to the math allocations and recognizing that we needed additional support in math.
- The learning acceleration goal is the constant, but how the resources are allocated to be able to do that is the variable.
- Formative assessments – continue this process post-COVID to meet the needs of students as they are identified.
- Other specialists not included on the list are related service specialists, such as speech-language therapists, and occupational therapists.
- Students qualifying for home and hospital instruction as it relates to this plan and minimum requirements from the state on support provided.
- Homebound students being placed in a D200 classroom roster receive work and learning activities from the classroom teacher, and are supported by a specific tutor.
- The process for quarantined students as it relates to tutors.
- The role of the HS academic interventionist position.
- The positions identified to expand resources and support learning acceleration have been filled.

**PUBLIC COMMENTS – Agenda/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 just before the comment opportunity 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](http://www.youtube.com/communityunitschooldistrict200).

Per Board Policy, the Board may shorten the time allocation for each person to less than 3 minutes to allow the maximum number of people the opportunity to speak.

Speaker:	Jeanne Ives
Topic	Test to Stay/Vandalism/Portrait of a Graduate/FOIA

Speaker:	Alicia O’Connell
Topic	Portrait of a Graduate

Speaker:	Mark Larson
Topic	Quarantine

## **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.

## **MOTION**

Member Crabtree moved, Member Hanlon seconded to adjourn the meeting to closed session for the purpose of discussing 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 5 ILCS 120/2 (c)(1). Upon a roll call being taken, the vote was AYE 6, NAY 0. **The motion carried 6-0.** There was no action expected following the Closed Session.

The meeting adjourned to Closed Session at 9:22 PM.

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**Dave Long, Secretary**

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**Chris Crabtree, President**