

MINUTES
BOARD OF EDUCATION MEETING
COMMUNITY UNIT SCHOOL DISTRICT 200
May 12, 2021

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 12, 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
 Mr. Brad Paulsen
 Mrs. Mary Yeboah

Also in Attendance: Dr. Jeff Schuler, Superintendent
 Mr. Bill Farley
 Dr. Charlie Kyle
 Mrs. Erica Loiacono
 Mr. Rodney Mack
 Mrs. Melissa Murphy
 Dr. Chris Silagi

PLEDGE OF ALLEGIANCE

Board Member Brad Paulsen led the Board in the Pledge of Allegiance.

MODIFICATIONS TO THE AGENDA

Dr. Schuler requested to move the order of the oral presentations, presenting the Social-Emotional Learning Feature before the Student Learning Feature: Follow-up to Federal Funding and Learning Acceleration, due to there being some context in the SEL feature that will assist with the grant funding conversation. All Board Members agreed to the modification to the agenda.

COMMENTS FROM BOARD PRESIDENT

President Crabtree welcomed all to the board meeting with the two newest board members, Mrs. Blatner and Mrs. Yeboah.

PUBLIC COMMENTS – Procedures for Public Comments for May 12, 2021

Due to the ongoing pandemic the Board again temporarily amended their public comment procedures for this meeting to allow comments to be made in person or emailed to the Board and acknowledged in the meeting at Hubble Middle School on Wednesday, May 12, 2021, at 7:00 p.m.

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

Per Board Policy, 30 minutes was allocated for public comments, and comments on any one subject were limited to 20 minutes. 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. To preserve confidentiality, the Board and its President request that items relating to either personnel or students be provided to the Board privately or in writing for consideration in a future closed session, if necessary.

Speaker:	Joey Camp
Topic	PTA Donations/Fundraising for Playground

There were no public comment emails received from the public.

SUPERINTENDENT REPORT

Dr. Schuler reported the following:

- As the end of the school year approaches, a couple of events were noted for high school (HS) seniors: In-person graduations will be taking place on May 28th on the respective high school football fields. The ceremonies will also be live-streamed through the partnership with Delack Media. Also, coming up will be TigerPalooza and FalconPalooza on the next two weekends, with activities, including evening fireworks. The City of Wheaton and the Wheaton Police Dept. asked to provide notification to the community. Sharing this information at the Board meeting is just one way to provide notice.
- Today was School Nurse Appreciation Day – the administration had an opportunity to visit each of our schools to personally thank the nurses and health office staff. This has been a heavy lift year, especially in the health offices with COVID and contact tracing protocols. They have been instrumental in adhering to the principles around safety in the District core reopening plans. A special shout-out was given to Health Services Department Chair Ms. Sue Vasko, for the incredible job she has done.
- Contact tracing protocols – have experienced some challenges, especially in our middle schools (MS) and when the adjustment was made from 6 to 3 feet physical distancing. D200 buildings have had over 100 kids that have been quarantined. The District has continued to advocate for some adjustment to those protocols. Dr. Schuler and a few colleagues drafted a letter to State Superintendent Dr. Ayala and sent it to IDPH, ISBE, and others advocating for a change due to a lot of support in the updated guidance for 3-feet physical distancing with other mitigation measures that are being followed. All DuPage Superintendents signed on, along with other counties in the area doing the same. Dr. Schuler and Sue Vasko also drafted a letter to DCHD, advocating for D200 to pilot for some type of modified protocol.
- Dr. Schuler met with a WNHS student from the Business Incubator program who is part of an incubator team in the second year of their project. The focus of the project was on developing a book to help support students with color blindness and practical ways to navigate the environment around them. Six copies of the book were purchased and will be sent to some D200 elementary schools to preview and provide feedback to the team. Board members were able to view the book.

- Team Allergenius, also from the Business Incubator program a few years back that were the winners of a national pitch competition, sent an update to the incubator adult team. Team Allergenius is still at work, still a company, has secured additional funding, and their business is still going even as they continue at college.

There were questions and/or comments on the following:

- How to learn more about the book on color blindness.
- Would it be helpful if there was a letter from the Board in support of the idea to be a pilot district?
- Submitting public comments online to the DuPage County Health Dept. (DCHD) for their upcoming Board meeting.
- The pilot program – is there a District plan in place should that be approved?
- Designating a board member to work on the letter with Dr. Schuler and sending it to board members before sending the letter to DCHD.

CONSENT AGENDA

1. Acceptance of Gift to Washington Elementary School – Recommend acceptance of gift to Washington as presented.
2. Approval of AP Human Geography Textbook – Recommend approval of AP Human Geography textbook as presented.
3. Approval of AP Statistics Textbook – Recommend approval of AP Statistics textbook as presented.
4. Approval of Culinary Arts 1 and 2 Textbook – Recommend approval of Culinary Arts 1 and 2 textbook as presented.
5. Approval of Spanish Language Arts Curriculum – Recommend approval of Spanish Language Arts curriculum as presented.
6. Approval of Project Lead the Way Gateway Upgrade Kits – Recommend approval of Project Lead the Way Gateway Upgrade Kits as presented.
7. Approval of Snack Vending Contract Services Proposal – Recommend approval of snack vending contract services proposal as presented.
8. Approval of Truck Leases – Recommend approval of truck leases as presented.
9. Approval to Purchase Electronic Message Center for Johnson Elementary School – Recommend approval to purchase electronic message center for Johnson as presented.
10. Approval of IHSA Annual Renewal – Recommend approval of IHSA annual renewal as presented.
11. Approval of Resolution Appointing Treasurer and Approving the Treasurer’s Bond – Recommend approval of resolution appointing Treasurer and approving the Treasurer’s Bond as presented.
12. Approval of Treasurer’s Bond Coverage – Recommend approval of Treasurer’s Bond coverage as presented.
13. Approval of Resolution Designating Depositories – Recommend approval of the resolution designating depositories as presented.
14. Approval of Bills Payable and Payroll – Recommend approval of the bills payable and payroll as presented.
15. Approval of Minutes – May 4, 2021, Special Board Reorganization Meeting and Approval to Destroy Recordings of Closed Sessions Prior to December 2019 As Allowable by Law – Recommend approval of the minutes as presented and approval to destroy recordings of closed sessions prior to December 2019 as allowable by law.

16. 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 questions, comments, and/or discussion on the following:

- #9- Electronic Message Center for Johnson Elementary: funded through the joint effort of some District funding and PTA/private donors. This is true of other recent District electronic signboard purchases.
- Purchases of Instructional Materials – the need to ensure the instructional materials align to the 1:1 device environment opportunities as we move forward and renew materials.

MOTION

Member Paulsen moved, Member Booton seconded to accept 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 Professional Services Agreement between CUSD 200 and Metropolitan Family Services DuPage

For several years, CUSD 200 and Metropolitan Family Services-DuPage have partnered under the Wheaton Warrenville Early Childhood Collaboration (WWECC) to provide services from birth to 5 years of age. WWECC partnered to ensure all students are ready for kindergarten success and readiness, with a focus on increasing access to services for those who are in under-resourced areas of the community

The Mission of the Wheaton/Warrenville Early Childhood Collaborative is to effectively coordinate services focused on providing opportunities for learning success and improved Kindergarten readiness for all Community Unit School District 200 children born to age five, especially those most vulnerable.

The Wheaton Warrenville Early Childhood Collaboration (WWECC) is a group of community agencies, early childhood providers, and supporters of early childhood in DuPage County Working together to improve kindergarten/school readiness for children in District 200 with a focus on increasing access to services for those in under-resourced areas of the community.

The goals of the WWECC include the following:

1. Improve communication among early childhood service providers
2. Increase parent education about child development needs
3. Increase professional development for early childhood service providers
4. Increase children's kindergarten/school readiness

The WWECC provides a range of services. Examples of services include free developmental screenings, parent outreach events, addressing food instability, finding high-quality early childhood programming, and leveraging a range of community resources to address family needs. Funding has been allocated within the Fiscal Year 22 budget. Services are up to but not to exceed \$30,000.

There was additional information/comments on the following:

- The strength of the Early Childhood program in the District and the County.

- Thank you to the community and the Board for the Jefferson facility that matches the services provided in the program.
- Ensuring that students come to kindergarten ready to learn.
- Focus on early academic skills, social-emotional learning, physical and emotional wellness, and play-based skills.
- The Early Learning Collaborative (WWECC) has helped with all of this.
- The recommendation is a continuation of a program that exists. The DuPage Community Foundation always intended to provide the seed funding for the program, and then exit out at some point of the Early Learning Collaborative. This would shift the funding model and the District would be picking up the portion that had previously been covered by a grant.
- This is critically important as we look at the long-term progression of students to focus on the starting point of Kindergarten readiness from birth to age 5.

There were questions/comments/discussion on the following:

- This is a great investment, a wonderful resource for the District, and a worthwhile investment for the District to make.
- A request for information regarding the collaborative meetings and minutes from the meetings.
- It was noted Metropolitan Family Services is a client of Board Member Paulsen's company, although he is not working on their current project. He has no personal stake or conflict of interest in this project.

It was recommended that the Board approve the Professional Services Agreement between CUSD 200 and Metropolitan Family Services DuPage.

MOTION

Member Booton moved, Member Long seconded that the Board of Education approve the Professional Services Agreement between CUSD 200 and Metropolitan Family Services DuPage as presented. Upon a roll call being taken, the vote was: AYE 7, NAY 0.

The motion carried 7-0.

ORAL REPORTS

Social-Emotional Learning (SEL) Feature

The Board of Education is committed to providing students with social-emotional learning that enhances students' abilities in school, careers, and life. The Board of Education has identified social-emotional learning as a priority. In an effort to recognize the work of our schools in this area, a social-emotional learning feature will be reported on at many of our meetings.

The SEL Feature presented by Dr. Chris Silagi, Assistant Superintendent for Student Services, highlighted the Social-Emotional Learning Key Priorities for the 2021-2022 School Year, and included information on the following in the PowerPoint presentation:

- SEL Framework
 - Collaboratively Developed
 - EC-12 SEL Leadership Team
 - Rooted in research
 - Supported by organizational beliefs
 - Comprehensive

- Represents the vastness of SEL
 - Fully defines SEL
 - Values the experience and skills
 - Capacity Builder
 - Continue to build upon successes
 - Keep adding depth
- Relationships
 - Trusted Adult Relationship Mapping (Elementary, MS, HS)
 - Goal of ensuring that every student has a trusted adult in our schools
 - Proactive Response Process: PLC Crosswalk
 - Expanded Clubs and Activities (K-12)
 - Increases interaction opportunities for students and staff
 - Further opportunities for school connectedness
 - Freshman Mentoring (HS)
 - Provides for Successful Transition
 - Leadership Opportunity
- Behavioral Wellness
 - Foundational Behavioral Practice Implementation (EC-5)
 - Establishes clear expectations for student success
 - Positive and proactive approach for successful classrooms and schools
 - Significant Disruptions Protocol (EC-5)
 - Clearly defines processes for managing significant disruptions
 - Reduces significant behaviors
 - Crisis Prevention and Intervention (CPI) Training (EC-12)
 - Led by District-wide Behavioral Specialists
 - Proactive approach to reducing significant behavior and crises
- Emotional Wellness
 - Emotional Wellness Coordinators (6-12)
 - Manage all aspects of Hospitalizations – Allows for Further SEL Impact school-wide
 - Additional Support Roles at Middle School for 2021-22
 - Signs of Suicide Preventative Programming (8-12)
 - Identifies students in need of further support
 - Acknowledge; Care; Tell
 - Using our Knowledge, Training, and Expertise to Connect
 - Staff Wellness
 - Drawing from our previous trainings to meet kids' needs
- Learning
 - Committing to the School Experience
 - Creating moments for our kids
 - Expanded Clubs and Activities (K-12)
 - Provides natural setting for social-emotional skills to develop and grow
 - Activity Buses (9-12)
 - Removes barrier for students to access clubs and activities
- Mindset
 - Teachers believe that all students can grow and learn at high levels
 - Students believe they can grow and learn through effort, resilience and grit
 - Students embrace lifelong learning and possess hope for the future

There was additional information/comments on the following:

- Recognize the importance of SEL, especially as we finish out this year and enter into the 2021-22 school year.
- Relationships are the heart of the SEL framework and the heart of SEL.
- The belief that meaningful teacher and peer relationships build school connectedness. When kids have a trusted adult in school, we increase school connectedness, which in turn increases student achievement and engagement, and decreases all emotional stressors.
- The definition of relationship mapping – asking or seeking from our students “Do you have a trusted adult in your school? If so, who is it?” Proactively responding to build authentic relationships with the students who don’t have a trusted adult.
- A task force comprised of folks K-12 level looking at the offerings around the school experience that we have provided to kids through clubs and activities.
- A summary was provided to the board regarding proposed student expansion opportunities for elementary, middle, and high school levels.
- The intent to offer anywhere from 4-6 club opportunities at the elementary level and the tie-in to school connectedness for kids with a trusted adult that is not his/her classroom teacher.
- The freshman mentoring program at WNHS (link crew) will also be implemented at WWSHS and will be part of the club stipend programs.
- Behavioral wellness is shaped by providing clear expectations and giving both positive and corrective feedback.
- Looking at what a foundational behavioral classroom in school is, focus areas and descriptors of each area, and implementing the foundational behavioral practice.
- Dr. Silagi and Dr. Kyle are partnering on leading CPI training at all schools next year. This will be a half-day training that all D200 staff will take part in. The actual training will be led by the District-wide behavioral specialists.
- The emotional well-being of every student should be nurtured and supported.
- Added emotional wellness coordinators this year at the HS level, and will be adding two at the middle school level beginning with the 2021-22 school year (one for the northside middle schools and the other for southside middle schools).
- The Signs of Suicide preventative program will be expanded to grade levels above ninth grade and also into eighth grade. This program has both a preventive piece, as well as an intervention piece to it.
- Training that seeks to help staff to identify barriers that may get in the way for them to connect with students – relationship training, trauma-informed training, and implicit bias training. Using the knowledge of things learned to overcome barriers (either their barriers or student barriers).
- Students learn and apply social-emotional skills in a variety of contexts.
- Mindset and the work of Carol Dweck – focus on if you believe and have high expectations for yourself and others, the outcomes can be greater.

There were comments and/or questions on the following:

- The definition of Tier 1 as related to behavior strategies.
- Clarification on student ratios related to the expansion of student opportunities/stipends.
- The importance of the emotional wellness coordinators. The use of ESSER funding for these positions paves the path to accelerate the timeline but does not diminish the value and impact of the positions for our students.

- Has the District considered integration of restorative circle practices at the elementary level?
- How to ensure relationship building and that every student has a connection to a trusted adult? What is the process for connecting students who indicate they do not have a trusted adult at school? Schedule for implementation of this relationship mapping/building process?
- Signs of Suicide (SOS) Preventative Programming – was implemented both in-person and remote this year.
- Universal ongoing SEL screening – plan to pilot next year and full implementation the following year.
- At the secondary level, both the SOS programming and the trusted adult survey piece will provide input.
- District-wide Behavioral Specialists – who they are and what these positions entail.
- Will there be an increase in emphasis on early identification of issues and drawing kids out as it relates to emotional wellness post-pandemic?
- It was noted that no matter who you are in the D200 organization, the greatest responsibility of all staff is to connect with students.
- Risk of harm to self or others protocol that is in place when points of concern are recognized with students.
- The role of the student supervisor position at the HS level.
- Any expectations for next year on classroom time being used to address SEL and building relationships? Some of our most dynamic learning experiences for kids are those taking place in our classrooms – joking with kids, getting to know kids, etc. The message is to always focus on relationships.
- This has been a hard year for teachers/staff – want to ensure we are providing support for them as well; employee assistance program, Dr. Bolton training, etc.
- Activity buses – talked about bringing these back pre-pandemic. A survey was done with HS just before the pandemic. The District will monitor this to ensure this is being used by students/families. What students can use the buses?
- SOS programming – feedback on the first launch of the program from students? Was there student voice used in the creation of the content of the program? The program was developed by experts in the space. How the District uses what comes from the one-day experience and impact on the students is important.
- Has there been any thought on making more “no-cut” sports based on what is known about student belonging?
- The possibility of implicit bias as related to staff mindset – keeping conversations going that we have regarding equity and making this ongoing, continuous work.
- Would love to see schools do more this summer to draw in kids – there are some elementary plans and processes for August to include bringing virtual academy students in early for a “soft-opening” before the school year beginning, this is also being discussed at the middle school level; at the HS level, bringing freshman and sophomores in early.
- Trusted adult relationship mapping as related to SIP (school improvement plan) work.
- Explicit teaching of SEL – doing any of that in our clubs/activities?
- Offering opportunities for coaches to have training on SEL? They are a big part of relationship building.
- Bringing new staff up to speed on all of this SEL work/training.

Student Learning Feature: Follow-Up to Federal Funding and Learning Acceleration

District 200's Learning Acceleration Plan was presented to the Board of Education at the

February 24 Committee of the Whole Meeting. This presentation included an overview of plans to address learning acceleration for the remainder of this school year, the summer, and the next school year due to this altered year. Additionally, several federal grant allocations have been made available 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 will support the D200 Learning Acceleration Plan. At the April 24 Committee of the Whole Meeting, the administrative team presented a plan to use the grant funds to hire additional staff to specifically address the learning acceleration plan and advance student learning.

Mrs. Melissa Murphy, Assistant Superintendent for Educational Services, and the administrative team provided a PowerPoint on Federal Relief Funding and Learning Acceleration and specific budget allocations for the proposed additional staff to address the learning acceleration plans, which included information on the following:

- What federal grant allocations will District 200 receive through the COVID-19 Pandemic Relief Legislation?
 - ESSER I (CARES Act)
 - March 13, 2020 - September 30, 2022
 - Authorized by the Coronavirus Aid Relief and Economic Security Act
 - \$1.03 million grant application submitted in July 2020
 - ESSER II (CRRRA Act)
 - March 13, 2020 – September 30, 2023
 - Authorized by the Coronavirus Response and Relief Supplemental Appropriations Act
 - \$4.05 million grant application available March 2021
 - ARP ESSER (ARP Act)
 - March 13, 2020 – September 30, 2024
 - Authorized by the American Rescue Plan Act
 - \$9.10 million* grant application available July 2021
 - *Each school district must reserve at least 20% of its total ARP ESSER allocation to address learning loss
- What are District 200's priorities for utilizing federal funds? (ESSER II and ARP ESSER)
 - Priority 1 – Full-Time Return to School for 2021-22
 - Priority 2 – Learning Acceleration Plans
 - Priority 3 – Social Emotional Learning Supports
 - Priority 4 – Technology
 - Priority 5 – Curriculum Materials
 - Priority 6 – Facilities
- How will the federal funds allow District 200 to expand opportunities for students and educators in the future?
 - Learning Acceleration
 - Elementary Math Interventionist
 - Middle School Math Coaches/Interventionist
 - High School Academic Intervention Coordinator
 - Elementary Curriculum Leaders
 - Elementary Innovative Tech and Learning Coordinator
 - Social-Emotional Learning Supports
 - Middle School Emotional Wellness Coordinator
 - Student Club/Activity Stipends

- High School Activity Bus
 - High School Student Supervisor
- What are the possibilities when federal funding is no longer available?
 - The draft budget includes each position being funded over three years
 - The administration will continue to monitor the impact of these positions and provide updates to the Board of Education
 - At the conclusion of each year and especially in FY24:
 - It may be determined these positions are no longer necessary
 - It may be determined the impact is significant and the administration may recommend other reductions to continue to fund these positions

There was additional information/comments on the following:

- This presentation focuses on Priority 2 (Learning Acceleration Plans) and Priority 3 (Social Emotional Learning Supports).
- Title I elementary buildings currently have a .5 math interventionist. The plan is to expand supports at all elementary buildings.
- Middle School math coaches/interventionists will support learning acceleration plans at each building.
- High School academic intervention coordinators – this is a new position for each high school to oversee the academic interventions for students. The intention is for this position to work closely in collaboration with the emotional wellness coordinators and the behavior specialists.
- Elementary curriculum leaders would be two teachers on assignment to assist with the districtwide curriculum development and professional learning supports.
- Elementary innovative teach and learning coordinator – there is currently one individual to support all elementary and middle schools. This is an added person to support the elementary buildings.
- The SEL supports were addressed in the previous presentation by Dr. Silagi.
- Drafts of the two budget documents for ESSER II and ARP ESSER were distributed and attached to the board agenda item. The documents note the budget item, description of the item, and budgeted amount for each of the three fiscal years: FY22, FY23, and FY24.
- Every item listed on the ESSER II grants is a one-time expenditure (does not carry forward to future fiscal years).
- The ARP ESSER draft document – the Learning Acceleration and SEL sections have the same expenditure each fiscal year, with a slight increase due to the fact they are staff costs that will have an escalator. Assuming these programs are adding value, those dollars will need to be absorbed into the budget in FY 25. This is approximately \$1.7 million or one percent of the budget.
- The Virtual Academy costs on the ARP ESSER document are estimates at this point and will be until there are firm student numbers. Any excess could be carried over to year three in the facilities item to finalize the ramp of Sherman-Dergis.

There were comments and/or questions on the following:

- We are currently in FY 21.
- The facilities dollars listed are incorporated in the \$7 million targeted to spend every year. Utilizing grant dollars to support what would have been fund balance expenditures.
- The District has exceeded the 20% minimum of the total ARP ESSER allocation to address learning loss.
- Could the funds not being used (as a result of not drawing down from fund balance in the immediate) potentially help us to fund, if needed, teaching positions in FY 25?

- Revisiting Sherman Dergis formula and how that calculation works – as you continue to invest in facilities, there will be elements of that formula that will reset and potentially make adjustments in what that annual need would be for capital improvements.
- Continuing to advocate at the state and federal level as to how much these dollars can impact our schools in a positive way.
- The importance of having some measurements in place to have good data to make decisions regarding the future of things funded through these grants. This is a strategic planning opportunity between education and investments, and finance and facilities that will all tie together in summer 2024.
- The cost for transportation this summer for elementary and high school levels.
- Intensive tutoring and transportation for elementary students.
- Math coaches and math interventionists positions – will continue to have the .5 math coach and will add to the math interventionist portion. Math interventionists will be focusing on interventions with students and math coaches focused on professional development support and tier 1 instruction and classroom core instruction.
- Math coaches and achievement gaps – data has shown that investment has had a benefit.

DISCUSSION ITEMS

Discussion of Updated Enrollment Projections Report

The District regularly engages Dr. John Kasarda to do enrollment projections for the District. The District was not in place to update all of the projections, but in light of the new developments in the southern end of the District, D200 engaged Dr. Kasarda earlier this spring to update the enrollment projects for the southside elementary schools impacted by the new developments. The enrollment projections report was attached to the agenda. It was noted this report was for review and discussion only and included information on the following:

- Enrollment Projections for:
 - Bower Elementary School
 - Johnson Elementary School
 - Lincoln Elementary School
 - Madison Elementary School
 - Whittier Elementary School
 - Wiesbrook Elementary School
- Enrollment Histories and Sources of Enrollment Change
- Enrollment Future of the Schools
- Concluding Remarks

There was additional information on the following:

- There are four significant developments in the southern end of the District – Naper Commons (Whittier/Edison feeder pattern); and three developments in Warrenville - Riverview West (Bower/Hubble feeder pattern); Everton (Bower/Hubble feeder pattern); and Lexington (Johnson/Hubble feeder pattern).
- All southside elementary schools were reviewed in the event any boundary adjustments needed to be considered and where capacities may sit.
- Dr. Kasarda’s enrollment projections are presented with three series (series A – lower than anticipated; series B – as anticipated/most likely; series C – higher than anticipated). Dr. Kasarda has historically been close on those enrollment projections (series B).
- Dr. Schuler and Dr. Silagi met with the southside elementary principals to look at the projections relative to their current building space.
- The administration is not recommending any type of boundary adjustment.

- The need to watch the developments and carefully monitor the enrollments.
- The two buildings to watch closely are Bower and Whittier.
- There is an opportunity over the next 12 months relative to developer donations and targeted improvements in the targeted zones/service areas in terms of increasing capacity.
- Have begun to look at the buildings where regular size instructional spaces are being used to serve some of the targeted interventions (for example, there may be a full-size classroom that is accommodating a couple of English learner teachers, reading intervention, or special education staff members. There may be an opportunity to do some redesign in the Library Learning Center (LLC) spaces to create some small group instructional space(s) that provides a bit more flexibility should sections go up or down in a given building. It was noted this was a targeted project in the 2017 referendum.

There were comments and/or questions on the following:

- An Early Childhood program that was previously located at Whitter had moved to Longfellow.
- Housing special education programs in our schools are a capacity consideration that has been most notable at Bower.
- Whittier and the possibility of adding in classes and to class sizes. This is something to keep an eye on with the Naper development.
- The impact of targeted intervention programs on space inside of the schools.
- The space utilization study done in 2017 showed how space is being utilized within elementary buildings – the number of full-size classrooms being used for core sections, special education programs, etc.
- The District Enrollment Committee – do they continue to meet, should they meet regarding the space utilization in buildings? The origin of this committee resulted from the last boundary change that was made regarding Hawthorne/Pleasant Hill.

WRITTEN REPORTS

Monthly Financial Reports

FOIA Report

Board Communication Log

Citizens Advisory Committee (CAC) Report

REPORTS FROM BOARD MEMBERS

Board Committee Reports

None

Other Reports from Board Members

- Member Long participated in the last Equity Task Force Committee before breaking for the summer. There are good action items and plans for the next year.
- Excited about the potential for Board Student Groups.
- Member Booton participated in a Student Driver Safety Event that was started by two WNHS students, Edward and Henry Lytle, and was held in conjunction with the Wheaton Police Department. This event was to introduce new drivers to the police, and also was available for students who have sensory or communication issues.
- Thank you to SSC employee Tracy MacConnachie for all of her work and coordinating efforts on the surveillance test kits assembly.
- Thank you to all of our D200 school nurses who have made huge efforts this year, in particular with COVID and contact tracing communication.

- Dr. Schuler reminded the Board they have Board stationery and a recognition note can be sent on behalf of Board members if they want to recognize someone in the District or community.
- Citizens Advisory Committee (CAC) – a request for an update on the applications received for the 2021-22 school year. Dr. Schuler noted 35 applications have been received. Per the committee bylaws, a subcommittee from CAC will come together to review the applicants, look at existing members that are returning, and attempt to make recommendations to fill out the committee consistent with the stated goal in terms of representation of the community. This may be the first time we will not be able to accommodate all of the applicants for the committee.

TOPICS FOR FUTURE DISCUSSION

Board Member Adopted Schools

Board Student Groups

- Board Members also requested the following topics be added for future discussion: Board Committees; Revisit Discussion on Virtual Academy for a full-year commitment, and Playground/Signage Funding

NEXT REGULAR MEETING

June 9, 2021, 7:00 PM, Hubble Middle School

ANNOUNCEMENTS

There were no announcements

PUBLIC COMMENTS – Non-Agenda Items

None

ADJOURNMENT

MOTION

There being no further business to come before the Board in Open Session, Member Hanlon moved, Member Booton seconded to adjourn the meeting. Upon a voice call being taken, all were in favor and **the motion carried 7-0.**

The meeting was adjourned at 9:10 PM.

Dave Long, Secretary

Chris Crabtree, President