

**MINUTES**  
**BOARD OF EDUCATION MEETING**  
**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**December 14, 2022**

The first regular meeting of the month of December of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the Johnson Elementary School, 2S700 Continental Dr., Warrenville, IL by Board President Chris Crabtree, on Wednesday, December 14, 2022, at 7:00 PM.

**ROLL CALL**

Upon the roll being called, the following were present:

Board Members:       Mrs. Chris Crabtree  
                              Mr. Dave Long  
                              Mrs. Angela Blatner  
                              Mrs. Susan Booton  
                              Mrs. Julie Kulovits  
                              Mr. Brad Paulsen

Absent:                 Mr. Rob Hanlon

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 Secretary Dave Long led the Board in the Pledge of Allegiance.

**PUBLIC HEARING**

Approval to Open the Public Hearing for the Truth in Taxation Law

The Board of Education must hold a Public Hearing for the Truth in Taxation Law.

**MOTION**

Member Booton moved, Member Kulovits seconded to open the Public Hearing for the Truth in Taxation Law. Upon a roll call being taken, the vote was: AYE 6, NAY 0.

**The motion carried 6-0.**

**PUBLIC COMMENTS ON HEARING**

None

Approval to Close the Public Hearing for the Truth in Taxation Law

The Board of Education must approve closing the Public Hearing at the conclusion of comments.

## **MOTION**

Member Booton moved, Member Paulsen seconded to close the Public Hearing for the Truth in Taxation Law. Upon a roll call being taken, the vote was: AYE 6, NAY 0.

**The motion carried 6-0.**

## **COMMUNICATION WITH THE HOST SCHOOL**

Mr. Derick Edwards, Principal of Johnson Elementary School, welcomed all to the school and talked about all that is involved with being a school board member, and being thankful for all that they do. Fourth and fifth-grade students from Johnson took the opportunity to say thank you to the Board. Additionally, students in grades 1-4 led a breathing exercise with the Board that the social worker from Johnson has introduced as part of “Wellness Wednesdays”, and students shared when they use this strategy.

## **MODIFICATIONS TO THE AGENDA**

None

## **RECOGNITIONS & ACHIEVEMENTS**

The Board recognized the following individual:

Mr. Chris Kuntz - WWSHS Boys and Girls Cross Country and Track & Field Coach - Illinois Track and Cross Country Coaches Association Hall of Fame Class of 2023 Induction

## **BOARD PRESIDENT REPORT**

President Crabtree reported on the following:

- Several of the Board members attended the IASB Joint Annual Conference in November. Student social-emotional health was one of the biggest common themes that were heard. District 200 staff participated in two presentations: Dr. Schuler and Mrs. Loiacono were part of a panel on crisis communication; and Dr. Silagi, Traci Burnham, and Kelly Langworthy facilitated a panel on emotional wellness. Dr. Silagi and the team were asked to share some highlights of that presentation at a future meeting.
- President Crabtree visited Johnson, one of her adopted schools, and saw the new math program, Illustrative Math (IM), in play. The third-grade lesson and the extensive math language that was used were noted.
- As another challenging calendar year is ending, President Crabtree thanked all those involved in the District, from staff to students to parents, for being engaged and wanting to learn.

## **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](http://www.youtube.com/communityunitschooldistrict200).

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

### Speaker

### Topic

Chuck Corbett

School Board

Jennifer Castino

Thanks

Jessica Banaszek	School Board
Ethan Spaid	School Board
Kim Hobbs	Updated LLC Administrative Procedures
Rachel Heneghan	ADK
Rose Limjuco	DEI
Shannon Limjuco	DEI
Alicia O'Connell	Tree

## **SUPERINTENDENT REPORT**

Dr. Schuler provided the following updates:

- High School Performing Arts Calendar – was provided to the Board and is available on the D200 website. Many events at D200's two high schools are open for the community to attend.
- Gift update for the first half of the school year – included almost \$225,000 in generous gifts that have been accepted by the Board.
- End of 1<sup>st</sup> semester – next week will be the first time the end of the semester and HS finals will be before winter break. Thank you to the staff that has navigated through that adjustment.
- Middle School math – thank you to the MS math staff that came together to bring closure to the MS math pilot and formulate a recommendation that should be on the January Board agenda. The staff takes great care in how they evaluate the two pilot options and come to a decision.
- Elementary ELA pilot – the pilot began last week. This, along with the new IM math is a big lift for staff.
- HS Intro to Education Class – visited the WWS class and was impressed with the students that are part of the program. Good work is happening in the career pathways area.
- SEL work – there will be an update tonight on the SEL work (Vision 2026) and the focus on making sure we connect every child to school, and provide a safe opportunity for all students at school.

## **CONSENT AGENDA**

1. Acceptance of Gift to Franklin Middle School – Recommend acceptance of gift to Franklin as presented.
2. Acceptance of Gift to Wheaton Co-Op Girls Gymnastics Program – Recommend acceptance of the gift to Wheaton Co-op girls gymnastics as presented.
3. Approval to Post Curriculum for College Composition I and II for Community Review – Recommend approval to post curriculum for College Composition I and II for community review as presented.
4. Approval of Xerographic Bond Paper Bid – Recommend approval of Xerographic bond paper bid as presented.
5. Approval of Printshop Paper Bid – Recommend approval of Printshop paper bid as presented.
6. Approval of Bills Payable and Payroll – Recommend approval of the bills payable and payroll as presented.
7. Approval of Minutes – November 9, 2022, Open, and Approval to Destroy Recordings of Closed Sessions Prior to July 2021 As Allowable by Law – Recommend approval of minutes as presented and approve the destruction of recordings of closed sessions prior to July 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:

- #4 – Xerographic Bond Paper Bid: noted there was a miscalculation in one of the formulas so the attachment was updated, but the final number is correct.

- #3 – Curriculum Content for College Composition I and II: confirmation the proposed classes are “I” level courses (not “A” level); the plan is to offer these courses next year (2023-24), and they will be offered through COD (the instructors are from WNHS and WWSHS).

**MOTION**

Member Long moved, Member Paulsen seconded to approve the Consent Agenda as presented. Upon a roll call vote being taken, the vote was: AYE 6, NAY 0.

**The motion carried 6-0.**

**ACTION ITEMS**

Adoption of the 2022 Tax Levy

The school code empowers the Board of Education to levy taxes to support the public school system. If the levy request exceeds 105% of the previous year's aggregate extension, a public notice and hearing are needed before the official levy is adopted. The Board of Education is limited to an increase no greater than the Consumer Price Index (CPI) from the previous year under the Property Tax Extension Limitation Law (PTELL or "Tax Cap").

Annually, the Board of Education reviews a levy proposal prepared by the Administration. The levy proposal was previously discussed with the Board Finance Committee and presented to the Board of Education on November 9, 2022. The recommended levy, which provides for an aggregate 6.25% increase, is listed below.

The proposed levy increase of 6.25% is a blend of an increase in the Operational Levy of 7.53%, and a decrease in the Bond and Interest Levy of 3.43%. The decrease in the Bond and Interest Levy reflects smaller annual debt payments associated with the 2022 Levy. The "Tax Cap" will limit tax growth by the consumer price index for 2021 of no more than 5.00% (December 2021 CPI was 7.00%, but CUSD 200 is limited by PTELL, or the Tax Cap, which is 5.00%), plus the incremental EAV from Wheaton TIF #2 (estimated EAV of \$45M) and any new construction growth in the District, which has been estimated at \$40M. While the exact incremental EAV values of Wheaton TIF #2 and new construction are unknown at the time of this request, a levy request greater than the Tax Cap of 5.00% is needed to capture all new EAV growth. Additionally, the 2022-23 Budget anticipated accessing the CPI Tax Cap (5.00%), the incremental EAV from Wheaton TIF #2 and new construction growth; therefore, it was recommended that the Board access the funds available under the tax cap plus any anticipated new EAV growth.

**FUND 2022 LEVY REQUEST**

Education - \$128,768,090  
 Special Ed - \$3,182,052  
 Tort - \$0  
 O & M - \$17,449,961  
 Transportation - \$5,528,227  
 IMRF - \$1,231,762  
 Social Security - \$2,925,435  
 Life Safety \$0  
 Working Cash \$0  
 TOTAL \$159,085,527

The proposed 2022 tax levy (excluding debt services) increase is greater than the 105% of the previous year's (2021) aggregate extension, which was \$147,950,192.34. Therefore, the Board of

Education was required to hold a public hearing on the tax levy. The anticipated Debt Service (Bond & Interest) levy is \$18,918,062.50.

There was additional information on the following:

- This item was presented to the Board at the November meeting.
- The Truth in Taxation Law public hearing was held tonight, and there were no public comments.
- There is no additional information since the last meeting.

It was recommended that the resolution and certificates for the 2022 Tax Levy be adopted as presented, that the Certificate of Tax Levy be executed, and that all forms be filed with the DuPage County Clerk.

## **MOTION**

Member Booton moved, Member Paulsen seconded to adopt the resolution and certificates for the 2022 Tax Levy as presented, that the Certificate of Tax Levy be executed, and that all forms be filed with the DuPage County Clerk. Upon a roll call vote being taken, the vote was AYE 6, NAY 0. **The motion carried 6-0.**

## **ORAL REPORTS**

### Early Learning and Kindergarten Overview

District 200 offers a variety of programming for students ages 3 to 6 years old. Programming for Early Childhood is offered at our Jefferson Early Learning Center. Both half-day and full-day kindergarten programming is offered at all of our 13 elementary schools.

Dr. Chris Silagi, Assistant Superintendent of Student Services, and Dr. Mary Davis, Principal of Jefferson Early Childhood Center, provided a PowerPoint presentation, Early Childhood and Kindergarten Programming in District 200, which included information on the following:

- Three Guiding Questions
  - What Programs are Offered for Early Childhood and Kindergarten Age Students in District 200?
  - What Are the Differences Between Various Programs at the Early Childhood and Kindergarten Level?
  - What are the Enrollment Trends and Student Demographic Compositions of our Programs?
- Early Learning Opportunities in District 200
  - Early Childhood (3-5 years old)
    - Blended Classes
    - Instructional Classes
    - Walk-in Speech Services
    - Preschool For All Expansion & Head Start
  - Kindergarten (5-6 years old)
    - Half-Day Classes
    - Full-Day Classes
- Kindergarten Programming
  - Half-Day Kindergarten
    - 9:15 AM – 11:45 AM or 1:00 PM – 3:30 PM
    - Specials: P.E. (have physical education daily)
    - Standard Registration Fee
  - All-Day Kindergarten (ADK)
    - 9:15 AM – 3:30 PM

- P.E., Art, Music
  - \$3,600 Annual Tuition
  - Extended Time: Intervention, Enrichment, Lunch/Recess
- Enrollment History (2013-14 through 2022-23)
  - Number of Students in All-Day Kindergarten
  - Number of Students in Half-Day Kindergarten
  - Total Enrollment
- Enrollment History by Percentage (2013-14 through 2022-23)
  - Percent of Students in All-Day Kindergarten
  - Percent of Students in Half-Day Kindergarten
  - Total Enrollment
- Kindergarten Programs
  - Number of Sections by Elementary Building
    - Half-Day Kindergarten and ADK
- Participant Demographics
  - Number of Students in Half-Day and All-Day Kindergarten by Demographics
    - FRM, ML, Hispanic, Two or More, Black, White, Asian, Pacific Islander, Native American
- Jefferson Early Childhood Programming
  - Jefferson offers 3 types of programs/services:
    - Blended Classrooms (mix of tuition-paying and special education)
    - Instructional Classrooms (special education only)
    - Walk-In Speech Services (speech-only services)
  - Classrooms run 2.5 hours per day, 3 or 4 days per week (based on preference)
  - Walk-in speech-only services are based on recommended IEP minutes
  - All classrooms utilize the Creative Curriculum Framework to offer educational experiences that include:
    - Circle Time, Play Centers, Gross Motor (infuse learning through these)
    - Exposure and direct teaching of pre-academic concepts in the areas of math, literacy, science/social studies, and SEL
- Blended Classrooms
  - General Education Classrooms
    - About 15-18 students in each classroom
    - 70% tuition-paying students
    - 30% special education students
  - Typically developing students pay tuition to attend:
    - \$184 per month for 3 days/week
    - \$245 per month for 4 days/week
  - Special Education students pay the standard registration fee
- Instructional Classrooms
  - Special Education Classrooms
    - About 5-10 students depending on severity of need
    - 100% special education students
  - Special Education students pay the standard registration fee
- Walk-In Speech
  - Students are eligible for speech-only services
  - They do not attend one of our Early Childhood classrooms
    - Small group session in a speech office
  - Walk-In speech students pay adjusted registration fees



- Jefferson Early Childhood Programming
  - Number of Students as of 12/9/22
    - Tuition Paying, Classroom IEPs, Walk-in Speech, PFAE & Head Start IEPs
  - Enrollment increases throughout the year
    - Must provide IEP services when a student turns three
    - Projected to add another section in January
- Enrollment History
  - 2018-19 through 2022-23
  - May 2023 Enrollment Projections
- Participant Demographics
  - IEP, Low Income, EL, Hispanic, Black, White, Asian, Pacific Islander, Native American, Two or More
- Preschool For All Expansion Grant (PFAE) & Head Start
  - Programs are offered through our collaboration with Metropolitan Family Services (MFS)
  - MFS determines enrollment/acceptance into their program
  - Designed for students who are at risk of academic failure or at risk due to low-income status
  - Classrooms run full days, 5 days a week (average 20 students per classroom)
  - A small number of students with IEP (9 currently)
  - Locations: Lowell, Hawthorne, Johnson, Longfellow

There was additional information/comments on the following:

- The goal of the oral report was to provide information on the current programs and to identify if there are topics to be studied at a future meeting.
- The Kindergarten handbook is updated each year and provided to parents at each of the school's Kindergarten roundups.
- Half-day Kindergarten students do not participate in art, music, lunch, or recess.
- Both half-day and all-day Kindergarten offer the core curriculum in math, reading, writing, science, and social studies.
- Over time, the percentage of students taking advantage of all-day vs. half-day Kindergarten has changed and increased. Currently, two-thirds of students participate in full-day Kindergarten and one-third are half-day Kindergarten students.
- All but one of the D200 elementary schools are running one half-day section of Kindergarten.
- D200 is capturing approximately 75% of students that qualify for free and reduced lunch in the ADK (all-day Kindergarten) program, and 75% of the ML (multilingual learners) are in the ADK program as well.
- There is a reduced ADK tuition rate for those that qualify for free and reduced lunch.
- Try to balance the general education classrooms at Jefferson with a 70/30 split (70% tuition-paying students and 30% special education students).
- Rolling enrollment in the blended classrooms, therefore by Spring, the 70/30 split may change and be reduced to a 50/50 split depending on the number of students and open spots.
- The number of Jefferson ECC students as of 12/9/22 – 348 students; numbers change frequently as is the nature of Early Childhood (students turning three and being eligible for services).

There were questions/comments/discussion on the following:

- The increase in the percentage of students in half-day vs. ADK – no data as to why, but there is a general appetite from parents to have their kids in a full-day program.

- Data on student performance in grades 1-2 for half-day vs. ADK students? A general increase in learning for some students that may be at risk if participating in ADK.
- What are the implications of going to all ADK besides added cost if there is a revenue shortfall? Are there any other restrictions – space, staff, etc.?
- Are there parents that want and are not able to get ADK? There are a handful of parents on a waiting list for their home school, but options are available at other elementary schools close to them.
- ADK - capped at 24 students per ADK classroom.
- Free or reduced ADK tuition - based on the free and reduced lunch application submitted by the family to the business office. ADK families that qualify are charged a flat reduced tuition.
- Do not believe there would be any space issues if convert to universal ADK. We are required by the state to offer half-day Kindergarten. Most often what happens is those students in the half-day program just leave the all-day class at midday. In some cases, students are clustered into one section so it is less disruptive across the programs.
- The cost differential to operate three or four-day programs at Jefferson vs. the cost to operate ADK at the elementary level (where specials are incorporated in the day). Can only charge the fee that it costs to operate the program.
- The two potential courses for future study: what would it take to offer universal full-day opportunity for everybody? Secondly, continue to reassess the full-day fee for any opportunity to bring it down.
- How do we account for providing those typical peers for the IEP students when not at the 70/30 split? Classrooms are designed at the beginning of the year with the 70/30 split, but as enrollment is fluid, we have to serve the students who come in and get the IEP evaluations.
- What happened to the phonology class/program? Believe we are serving those students at Jefferson in other classrooms or through walk-in speech services.
- If the percentages continue to adjust in the full-day vs. half-day program, would look at the viability of the current Kindergarten options.
- Would take a significant hit on the revenue side of the budget if the full-day tuition program goes away.
- State funding – if we are universal full-day Kindergarten, the District would claim a full day for every Kindergarten student. Currently, we are claiming a half day for each student because of the tuition element. D200 is not significantly subsidized through evidence-based funding, so not as significant if we were a tier-one District.
- Space issue if went to universal full-day Kindergarten – may squeeze a little bit of flexibility within a school, but believe we can manage across most of our schools.
- How many of our students are paying full tuition as opposed to free and reduced tuition for ADK? Are there people choosing the half-day vs. full-day option because of the price?
- What would be the trigger for the administration to recommend universal ADK to the Board? If demand increased for ADK or if there is a student achievement need in 1<sup>st</sup>/2<sup>nd</sup> grade?
- What do special education services look like for ADK? If eligible for an IEP, students may be eligible for a variety of levels of support (continuum of support). Noted instructional level, resource level, and recommended minutes based on the needs of the child and where those needs can be best met.
- Students transitioning from EC to Kindergarten with an IEP that does not need to be placed in an instructional Kindergarten class – how are their minutes or services determined? The minutes are the same if a parent chose half-day vs. full-day Kindergarten.



- Tracking data of students that begin at Jefferson through third grade to see their academic trajectory vs. those students that begin in half-day Kindergarten.
- What happens if there is an influx of students after Jefferson opens up the last available section?
- As we look to the future, it is not just the physical space or the classroom FTE, there is a need to look at the specials piece as well.
- Walk-in speech all takes place at Jefferson ECC since the new building opened.
- Surveying parents in the Jefferson 3-4 year programs to see the intent for half-day vs. full-day Kindergarten.
- Could half-day be situational for a student as the need arises for other private services?
- Trends – could there be a shift back to the half-day program?
- Looking at surrounding districts to see what they are offering in terms of Kindergarten.

### Vision 2026 Social-Emotional Learning Update

Supporting the social and emotional needs of our students is an essential part of the Vision 2026 strategic plan. By aligning programming with a researched based framework we aim to improve student learning, support the needs of individual students with emotional and behavioral concerns, and enrich the school experience through relationships and extra-curricular opportunities.

Dr. Chris Silagi, Assistant Superintendent of Student Services, provided an SEL PowerPoint presentation and an overview of goals and strategies for the 2022-23 school year with a focus on strategies that support emotional and behavioral health for students. This included information on the following:

- Framework for SEL
  - Developed in 2018-19 by District Stakeholders
  - Rooted in research
  - Defines Social-Emotional Learning
  - Covers the breadth and depth of SEL
  - Allows for alignment of strategies and programming to the framework
- Purpose of SEL
  - Improve student learning
  - Provides supports for students with emotional and behavioral health concerns
  - Enrich the school experience through relationships and extra-curricular opportunities
- Programming in Layers
  - Some strategies for all students, some strategies for specific students with specific needs
- Goals and Strategies
  - School Connectedness: Relationships
  - Extra-Curricular Participation
  - Ensure Behavioral Wellness
  - Layered Data and Assessment
  - Acknowledge, Care, Tell
  - Student Access to Outside Care
  - Growth Mindset Culture
- School Connectedness
  - Goal – Ensure all students are connected to school through a trusted adult
  - Why – Supports student learning, improves student behavior, decreases emotional stress
  - How – Relationship Mapping Process

- School Connectedness 2021-22
  - Percent of Students Reporting a Trusted Adult – Elementary, MS, HS
- Extra Curriculars
  - Goal – Increase student participation in clubs, activities, and athletics
  - Why – Supports connectedness, skill application and enriches the school experience, associated with school success: attendance and achievement
  - How – Expanded offerings, identify and connect with students that are not engaged
- Extra Curricular Participation
  - Percent of students participating in club, activity, or sport in 2018-19 and 2021-22
    - WWSHS and District
- Ensure Behavioral Wellness
  - Goal – Support student behavioral needs to ensure optimal student learning environments
  - Why – When students are well-behaved learning increases, supports behavioral health
  - How – Classroom Behavioral Framework, Camp Kinder, Behavioral Interventions
- Ensure Behavioral Wellness (especially in the EC-5 space)
  - Focus Area and Descriptors for: Classroom expectations and examples, Physical environment and transitions and examples of physical space, Student-Teacher relationships, and Feedback
- Layered Data and Assessment Processes
  - Goal – Implement screening for social and academic behaviors at the elementary and MS level
  - Why – Corresponds to social and school success, provides behavioral overview at a school and District level, provides complimentary data point when problem-solving for an individual student that may be struggling academically
  - How – Layered Data and Assessment Framework, SAEBRS (Social, Academic, and Emotional Behavior Risk Screener)
- Social, Academic, Behavioral Data Overview
  - Risk Level (Low, Some, High) for Elementary and MS
- Layered Data and Assessment
  - Assessment and Date and Assessment/Data Description for: Trusted Adult Relationship Survey, Co-Curricular Participation, SAEBRS, B-SAD, Risk of Harm to Self, Risk of Harm to Others, Hospitalizations
- Acknowledge, Care, Tell (ACT)
  - Goal – Ensure students know how to advocate for peers and themselves when a risk of harm to self may be present
  - Why – Prevent self-harm
  - How – SOS (Signs of Suicide) Program and ACT
  - Programming for 8<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade students
- Outside Care
  - Goal – Utilize community partnerships to enhance outside mental health support and care for District 200 students
  - Why – Removes barriers for students that are in need of access to intensive outside care
  - How – Referral GPS partnership
- Growth Mindset Culture
  - Goal – Develop staff members that promote growth for students through a growth mindset and high expectations
  - Why – Improve student learning

- How – Learner Lab Growth Mindset Leadership Training, Math Growth Mindset
- Goals and Strategies
  - School Connectedness: Relationships; Extra-Curricular Participation; Ensure Behavioral Wellness; Layered Data and Assessment; Acknowledge, Care, Tell; Student Access to Outside Care; Growth Mindset Culture

There was additional information/comments on the following:

- Our high schools have taken the data on the participation of students in extra curriculars and have started looking at the freshmen that were not participating in a club, activity or sport, and have worked to connect with those students who were not engaged. They have found out the reason why and tried to connect them with something of high interest.
- Saw a 6% jump in extra curricular participation at the HS level from 2018-19 to 2021-22.
- Piloted Camp Kinder at Johnson for students that were not engaged in a preschool setting or those that demonstrated behaviors in a preschool setting. The plan is to run Camp Kinder at all 13 elementary schools in the summer of 2023.
- Providing complimentary data point when problem-solving for an individual student that may be struggling academically.
- We are currently in the full implementation of the SAEBRS piece for fourth through seventh grade; there is an elementary as well as a middle school MS piece; data is filled out by the teacher; students also complete this at the MS level.
- A school is functioning well academically, behaviorally, socially, and emotionally, if 80% of their kids are on level or on track; 15% typically need some intervention and/or support, and 5% need a lot of intense intervention.
- ACT – Acknowledge: listen to your friend, don't ignore threats; Care: let your friend know you care; Tell: tell a trusted adult so they can help.
- Referral GPS is a large database with multiple search factors within the database; can search by type of care needed, insurance, age, language spoken, radius, etc.
- Referral GPS allows D200 student services staff to make referrals to families that may be seeking it. It also allows our families to access this separately and can provide care or case navigation.
- Growth mindset culture – belief and hope that our kids can do amazing things, which plays into student learning.
- Math growth mindset - in the math space, kids need an opportunity to work through challenges, all kids should be held to a high bar, and believing that all kids can learn at high levels; becomes a self-fulfilling prophecy for kids.
- Getting mindset to translate into action; see this happening in our classrooms, especially in the math space.

There were questions/comments/discussion on the following:

- School connectedness piece at the MS and HS levels - what happens after kids take the survey regarding a trusted adult and list a specific person's name? Is that information communicated to the adult?
- Outside care and can students access their education – what is the school responsible for in terms of the mental health of students? There is a point as to what a school can provide to a child in terms of mental health, and a different level of care outside of the school setting.
- SAEBRS assessment is given in elementary and MS; the B-SAD is given at the HS level (in grades 8, 9, 11, and 12). The health program in grade 10 includes suicide prevention programming.
- SAEBRS is the behavioral assessment portion of FastBridge.

- Social, Academic, Behavioral Data Overview pyramid – clarification on the percentages provided for the elementary and MS levels.
- Is intervention provided for those students identified as some or high risk in the behavioral data pyramid? This is reviewed in combination with other data to determine support.
- SAEBRS data - the majority of D200 students that fell in the some-risk or high-risk categories were getting some type of intervention or support or had an IEP.
- Parents are consenting if any intervention is in place.
- Acknowledge, Care, Tell (ACT) – is the parent notified if a student is identified as a potential risk of harm to self? Yes.
- The importance of screening students; B-Sad screening and the opt-out option; how this may potentially get in the way of what we are trying to do to benefit kids; have identified students that were not on the school or parent radar through this process; frustration over those advocating other parents to opt-out of this critical screening.
- Referral GPS program – final training of staff is complete and it is currently being used, early feedback is very positive. Seventy families have accessed the version offered to families that want anonymity and book appointments through this. This is a separate piece on the website that is communicated through principal newsletters.

Updated Library Learning Center (LLC) Selection and Reconsideration Administrative Procedures Regularly, the administrative staff updates Administrative Procedures. This year, a committee of LLC Directors and administrators updated the Administrative Procedures for Board Policy 6:230 Library Media Program. The administrative procedure for the selection of library materials and the administrative procedure for reconsideration of library materials were updated by the committee. Both procedures were shared with the Citizens Advisory Committee.

Mrs. Melissa Murphy, Assistant Superintendent of Educational Services, shared the updated administrative procedures, which included information on the following:

- Administrative Procedure for the Selection of Library Materials
  - Objectives for the Selection of Library Materials
  - Responsibility for the Selection of Library Materials
  - Criteria for the Selection of Materials
  - Sources to Review for the Selection of Materials
  - Process to Select Library Materials
  - Weeding of Library Materials
- Workflow Chart to Explain the Selection Process
  - Current Library Selection Process
  - Proposed Library Selection Process
- Administrative Procedure for the Reconsideration of Materials
  - Procedure Recommended if a Complaint is Made

There was additional information/comments on the following:

- A team of building-level administrators, principals, and assistant principals, along with LLC directors, collaboratively worked on this administrative procedure (AP).
- Recognized that updates needed to be made and collaboratively worked on this at the end of last school year and the beginning of this year.
- Reviewed every portion of the AP, and edits/updates were made.
- The major section that has changed is the process to select materials. Referred to the workflow chart to explain the selection process as being a companion document to understand the changes.

- The objectives or goals of the group in framing out the process included:
  - to formalize what had been an informal process, and make it consistent in all the buildings
  - to broaden the number of individuals involved in the selection of materials
  - to create a space where multiple people were discussing books that needed further review
  - to ensure both the LLC team and building principals were familiar with the Follett Tidalwave system and using it to its' fullest potential.
- What the process used to be for selecting materials, and what will be changing in the process?
- LLC Directors at each level will come together to discuss books that fall outside of a grade-level range (determined by the publisher) as well as books that have a mature content tag (new in the Follett system).
- Once a list of books is recommended by the level LLC directors, it would be brought to the building principal. If it is determined there are books to be discussed further, this would be discussed with a District-level Committee that would meet 2-4 times per year. The District Committee determines the final approval or denial of the materials.
- The updated AP for reconsideration of materials follows a 10-step process, starting with a Building Administrator and LLC Director meeting with the individual initiating the complaint about any materials in the LLC. If the complaint were not resolved, the request for reconsideration of materials would be offered to the individual. If filed, a Materials Evaluation Committee would be formed, and they would make a recommendation to the Superintendent, who decides to retain or exclude the challenged material from the LLC collection. The complainant would have the opportunity to appeal the Superintendent's decision to the Board.
- Both of these administrative procedures (AP) sit behind a board policy.

There were questions/comments/discussion on the following:

- Four LLC Directors were part of the team that developed the updated Administrative Procedures, including at least one from every level (Elementary, MS, HS).
- Feedback from the LLC directors – worked jointly with the administrators.
- A lot of newness to this – suggestion to report back on how the process is going and if it is working as intended.
- Would a book deemed for young adults be flagged at the HS level? Noted the mature content tag.
- Book challenge – ensure the administrative procedures are shared with the complainants so all are aware of the option to appeal a decision.
- Appreciation for the collaborative effort by the team in the process, and the importance of recognizing LLC directors are experts and trained professionals in their field.
- Conversation with an LLC director on how the process works, the rigorous process involved, and being thoughtful in choosing books.
- Concern over 'mature content tag' as this can mean different things to different people, shared the response received from Follett Titalwave on this.
- Confirmation the process is staying the same concerning parents being able to opt out of certain books for their kids, and for parents to communicate this to their kids so that does not lie with the LLC director.
- Every section of the procedure was updated but the process had the most significant change.
- Many of the non-fiction books fall outside of a grade-level range because of the informational content, but not all of those may need to move onto a District-level committee.

- The building principal always reviews and approves the entire list of recommended books.
- The administrative procedure is to implement Board policy 6:230 Library Media Program, and noted reference to 6:210 Instructional Materials. Administrative procedures direct the administrators on how to implement the policy.
- Would we consider bringing into the District committee other professionals (social workers or psychologists) to provide expertise in an area? Building principals work with those that have that expertise first and could be brought into the committee if the information would be valuable.
- Ensuring we can come back and look at materials that may have been denied once any feedback may come from other colleagues or Districts.
- The timeline for purchasing new materials is different for individual buildings, but all have a deadline that is set by the business office. The team collectively came up with meeting 2-4 times per year, which could be revisited if deemed necessary.
- This new process is giving LLC Directors the opportunity and support for collective discussion with colleagues.
- The new genre coming in and the process for this; related to the section under criteria for selection of materials (consideration of both content and illustrations).

## **WRITTEN REPORTS**

Monthly Financial Reports

FOIA Report

Board Communication Log

Citizens Advisory Committee (CAC) Report

## **REPORTS FROM BOARD MEMBERS**

Other Reports from Board Members

There were comments on the following:

- IASB Joint Annual Conference (JAC):
  - The delegate assembly went well and as discussed at previous Board meetings.
  - Amanda Ripley's keynote address on high conflict, how to move forward and heal.
  - Takeaway – the number of different skill sets Board Members bring to the table.
- Received overwhelming support for our D200 staff through email.
- Edison MS – rainbow tree
- BOE visits and experiences at their adopted schools, which included the following buildings:
  - Bower, Hawthorne, Lowell, and Madison Elementary Schools
  - Monroe Middle School
  - WWSHS
  - Special Olympics Pack the Gym Night
- Seeing the humanity in people and leading with empathy; the need for acceptance for everyone

## **TOPICS FOR FUTURE DISCUSSION**

Fiscal Year 2022 Audit (Ending June 30, 2022)

5-Year Financial Projections

Summer 2023 Playground Recommendations

- Request to review the specific wording in policy 8:80 Gifts to the District, point #5, specifically the definition of viewpoint neutral.

- Request for an update on all of the dual credit options that we currently have in the District (any differences between the two high schools), the relationships we have with Indiana University and Loyola University, and other universities and how those work for students.

#### **NEXT REGULAR MEETING**

January 11, 2023, 7:00 PM, Franklin Middle School

#### **ANNOUNCEMENTS**

January 25, 2023, Committee of the Whole, 7:00 PM, School Service Center (SSC)

#### **ADJOURNMENT**

##### **MOTION**

There being no further business to come before the Board in Open Session, Member Booton moved, Member Paulsen seconded to adjourn the meeting. Upon a voice call being taken, all were in favor.

**The motion carried 6-0.**

The meeting adjourned at 10:02 PM.

---

**Dave Long, Secretary**

---

**Chris Crabtree, President**