

MINUTES
BOARD OF EDUCATION MEETING
COMMUNITY UNIT SCHOOL DISTRICT 200
March 9, 2022

The first regular meeting of the month of March 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, March 9, 2022, at 7:00 PM.

ROLL CALL

Upon the roll being called, the following were present:

Board Members: Mrs. Chris Crabtree
 Mr. Rob Hanlon
 Mr. Dave Long (arrived at 8:17 PM)
 Mrs. Angela Blatner
 Mrs. Susan Booton
 Mr. Brad Paulsen
 Dr. Mary Yeboah

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

MOMENT OF SILENCE

Board President Crabtree asked for a moment of silence in memory of the tragic loss of District 200, and specifically WWSHS, student Holden Wight.

PLEDGE OF ALLEGIANCE

President Crabtree led the Board in the Pledge of Allegiance.

MODIFICATIONS TO THE AGENDA

None

COMMUNICATION WITH HOST SCHOOL

Mr. Matt Biscan, Principal of Wheaton North High School, and Mr. Scott McDermott, Principal of Wheaton Warrenville South High School, shared how grateful they are for the consistent school year and the support received this year. Information was shared on their respective schools.

- Mr. Biscan provided information on a new club at WNHS – the Falcon eSports club, which is a video game club that also offers a competitive league opportunity. This club represents a cross-section of students from different backgrounds, offers great development of skills, and connects students to their school.

- Mr. McDermott provided information on a recent event held at WWSHS. The annual fashion show was run entirely by students in the fashion merchandising class. Annually, an organization is selected to be the recipient of the fundraiser. This year the International Rett Syndrome Foundation was selected and District 200's own Cammy B. was part of the event. It was great that the students found something that was not only important but also relevant to the school community.

RECOGNITIONS & ACHIEVEMENTS

The Board recognized the following individuals:

High School National Merit Finalists

- WNHS – Daniel Janiak and Marguerite Larson
- WWSHS - Linnea Barron and Joshua Nigrelli

Mr. Matt Biscan, WNHS Principal – IL Principals Association – DuPage Region High School Principal of the Year

Maya Kalombo – WWSHS First Female Wrestler to Qualify for IHSA State Competition

BOARD PRESIDENT REPORT

President Crabtree reported on the following:

- Had the opportunity to spend the morning with students and staff at Emerson last week. Spent time in Kindergarten and 2nd grades. It was interesting to visit classrooms and see a common theme – working together, working in groups, working through conflict as they were working together.
- The quarterly IASB Large Unit District President meeting with IASB's Executive Director Tom Bertrand will be taking place later this month. Board members should reach out to President Crabtree if there are topics/issues you would like brought to the meeting.

SUPERINTENDENT REPORT

Dr. Schuler reported on the following updates:

- Congratulations Winter Sports and Activities – noted state speech competitions, basketball teams at both HS in sectional finals, and a community robotics team in a national competition.
- Preview of Choral Classic – upcoming opportunity to enjoy the arts this weekend at WWSHS.
- Continued Support at Wheaton Warrenville South – appreciation for the team at WWS that has supported the students and staff at the building through a difficult week, and appreciation for our mental health supports and providers in our schools.
- Bowl for the Torch – upcoming opportunity on Saturday, March 19th at Fox Bowl to support our Special Services Department.
- Thank you PTA Council - PTA Reflections recognition will take place on March 21st and students will be recognized for participation in different forms of the arts for this annual program.
- Vision 2026 Strategic Plan Update – the administration is actively working on the development of the new strategic plan for the District. The Portrait of a Graduate (POG) launched the strategic planning process. A draft of the strategies in the plan is being shared with the Board committees, and discussions around engagement and feedback opportunities for the staff and community will take place through April and early May. The intent is to bring the strategic plan to the Board in May for feedback and discussion, with final approval targeted for June.

- Monthly COVID-19 Data Update noted information on important data points, including:
 - Adjustments were made to universal mitigations in the requirement for universal masking and quarantine. The required masking on buses was also lifted.
 - Current D200 New Student and Staff Cases
 - D200 COVID Data Dashboard (Quarantine & Case Data by School/Level)
 - Zip Code Cases per 100,000 Residents
 - D200 Student Partial & Full Vaccination Rates for Elementary, MS, & HS Levels
 - D200 Safe Hours for School Environment (MIT COVID-19 Indoor Safety Guideline Online App)
 - Hospitalizations: ICU and Non-ICU Bed Utilization
 - Outbreak and Investigation – IDPH Definition and D200 Investigation Protocol
 - Have been watching one other universal mitigation closely – distancing at lunch at the Elementary school level. The current distancing impacts spaces used for physical education (PE), Library Learning Center (LLC), etc. Have been working with teams and anticipate announcing the transition to make lunch spacing in line with classroom spacing at the Elementary level in the next weeks.

There were comments and/or questions on the following:

- Lunch distancing at the MS level – why not transition to be the same as the elementary level?
- There is a specific set of guidance for a congregate setting like a school.
- The difficulty in the recent transitions made to mitigations for some parents, and continuing to follow the guidelines and not rush in the decisions that do not have direct implications on the learning.
- Continue to be mindful that people have very different understandings of what the removal of mitigations means for their lives.

PUBLIC COMMENTS – Agenda Items & Non-Agenda Items

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

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

<u>Speaker</u>	<u>Topic</u>
Ryan Kipfer	Vetting Candidates
John Graham	Race Education
Greg Higgins	General
Alicia O’Connell	Edison
Jeanne Ives	Edison/COVID

CONSENT AGENDA

1. Approval of Advanced Placement (AP) Spanish Literature and Culture Textbook – Recommend approval of AP Spanish Literature and Culture Textbook as presented.
2. Approval of Advanced Placement (AP) Art History Textbook – Recommend approval of AP Art History Textbook as presented.

3. Approval of Advanced Placement (AP) French Language and Culture Textbook - Recommend approval of AP French Language and Culture Textbook as presented.
4. Approval of Advanced Placement (AP) Physics Textbook – Recommend approval of AP Physics Textbook as presented.
5. Approval of Introduction to Teaching Textbook – Recommend approval of Introduction to Teaching Textbook as presented.
6. Approval of Accounting 1 & 2 Textbook – Recommend approval of Accounting 1 & 2 Textbook as presented.
7. Approval of Forensic Science Textbook – Recommend approval of Forensic Science Textbook as presented.
8. Approval of Web Design 1 & 2 Textbook – Recommend approval of Web Design 1 & 2 Textbook as presented.
9. Approval of French 4 Textbook – Recommend approval of French 4 Textbook as presented.
10. Approval of Professional Learning Expenditure Request for Board Members – Recommend approval of professional learning expenditure request for Board Members as presented.
11. Approval of the Resolution to Authorize Transfer (Repayable Inter-Fund Loan) from Working Cash Fund to IMRF Fund – Recommend approval of the resolution authorizing transfer as presented.
12. Approval of the Resolution to Authorize Transfer (Repayable Inter-Fund Loan) from Working Cash Fund to Education Fund – Recommend approval of the resolution authorizing transfer as presented.
13. Approval of Bills Payable and Payroll – Recommend approval of the bills payable and payroll as presented.
14. Approval of Minutes – February 6, 2022 Emergency Meeting, Open and Closed, February 9, 2022, Open and Closed, February 23, 2022, Regular Meeting and Committee of the Whole Open, and Approval to Destroy Recordings of Closed Sessions Prior to October 2020 As Allowable by Law – Recommend approval of the minutes as presented and approval to destroy recordings of closed sessions prior to October 2020 as allowable by law.
15. 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:

- The Board will be approving Dr. Mary Davis as the next Principal of Jefferson Early Childhood Center.

MOTION

Member Booton moved, Member Hanlon seconded to accept the Consent Agenda as presented.

Upon a roll call vote being taken, the vote was: AYE 6, NAY 0.

The motion carried 6-0.

POLICY APPROVAL CONSENT AGENDA

1. Approval of Revised Policy 4:160 Environmental Quality of Buildings and Grounds – Recommend approval of revised policy 4:160 as presented.
2. Approval of Revised Policy 4:170 Safety – Recommend approval of revised policy 4:170 as presented.
3. Approval of Revised Policy 5:10 Equal Employment Opportunity and Minority Recruitment – Recommend approval of revised policy 5:10 as presented.
4. Approval of Revised Policy 5:100 Staff Development Program – Recommend approval of revised policy 5:100 as presented.

5. Approval of Revised Policy 5:125 Personal Technology and Social Media; Usage and Conduct – Recommend approval of revised policy 5:125 as presented.
6. Approval of Revised Policy 5:150 Personnel Records – Recommend approval of revised policy 5:150 as presented.
7. Approval of Revised Policy 5:185 Family and Medical Leave – Recommend approval of revised policy 5:185 as presented.
8. Approval of Revised Policy 5:250 Leaves of Absence – Recommend approval of revised policy 5:250 as presented.
9. Approval of Revised Policy 5:330 Sick Days, Vacation, Holidays, and Leaves – Recommend approval of revised policy 5:330 as presented.
10. Approval of Revised Policy 5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition – Recommend approval of revised policy 5:50 as presented.
11. Approval of Revised Policy 5:90 Abused and Neglected Child Reporting – Recommend approval of revised policy 5:90 as presented.
12. Approval of Revised Policy 6:180 Extended Instructional Programs – Recommend approval of revised policy 6:180 as presented.
13. Approval of Revised Policy 6:50 School Wellness – Recommend approval of revised policy 6:50 as presented.
14. Approval of Revised Policy 7:160 Student Appearance – Recommend approval of revised policy 7:160 as presented.
15. Approval of Revised Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment – Recommend approval of revised policy 7:180 as presented.
16. Approval of Revised Policy 7:190 Student Behavior – Recommend approval of revised policy 7:190 as presented.
17. Approval of Revised Policy 7:20 Harassment of Students Prohibited – Recommend approval of revised policy 7:20 as presented.
18. Approval of Revised Policy 7:200 Suspension Procedures – Recommend approval of revised policy 7:200 as presented.
19. Approval of Revised Policy 7:210 Expulsion Procedures – Recommend approval of revised policy 7:210 as presented.
20. Approval of Revised Policy 7:240 Conduct Code for Participants in Extracurricular Activities – Recommend approval of revised policy 7:240 as presented.
21. Approval of Revised Policy 7:30 Student Assignment and Intra-District Transfer – Recommend approval of revised policy 7:30 as presented.
22. Approval of Revised Policy 7:60 Residence – Recommend approval of revised 7:60 as presented.

There were comments and/or questions on the following:

- The above policies were posted for public review and comment. There was no feedback received from the public.

MOTION

Member Paulsen moved, Member Booton seconded to approve the Policy Approval 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

Approval to Post K-5 Math Program for Community Review

Beginning the 2020-21 school year, Zearn, a K-5 digital math program was utilized to improve teaching and learning in a virtual environment. This year, an additional math resource, Illustrative

Math (IM), was piloted. A committee of elementary teachers, principals, and coaches provided feedback and made a recommendation for long-term adoption.

Mrs. Melissa Murphy, Assistant Superintendent of Educational Services, and Mrs. Danielle Moran, Director of Elementary Instruction and Virtual Learning, provided an update on learning acceleration priorities for mathematics teaching and learning. One strategy used to support learning acceleration is utilizing a high-quality resource. Through a pilot of both Zearn and IM, staff has been engaged in a process to recommend a program for long-term adoption that supports the learning acceleration goals and best practices for instruction. Administration shared information about the pilot, the resources, and plans to support staff with an adoption. All community members that provide feedback on IM will receive a phone call from a member of the Educational Services Department, and the feedback will be shared with the Board of Education. The Elementary Math presentation included information on the following:

- Guiding Question 1 - What is learning acceleration and how is it implemented in math classes?
 - Academic Impact of COVID-19
 - Pandemic has caused unprecedented disruptions to regular school routines.
 - Serving students with varied academic needs is a more significant challenge due to pandemic.
 - D200 approach – focus on acceleration and not remediation.
 - Learning acceleration has been a key strategic focus this year and will continue to be a focus to best support students.
 - Acceleration versus 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 below grade-level standards before moving into new learning and grade-level standards.
 - Prioritizing Mathematics Teaching and Learning
 - D200 learning acceleration plan prioritized math teaching and learning.
 - Skills and concepts build upon one another making it challenging to master new content and skills.
 - Work plan included: focus on grade-level content for all students; pre-assessment and ongoing formative assessment to plan just in time supports; best practices of instruction for math as recommended by the National Council of Teachers of Math; utilizing a high-quality resource.
 - Math coaches have been instrumental in supporting and leading staff.
- Guiding Question 2 - How does a high-quality resource support learning acceleration?
 - Importance of a High-Quality Resource – supports learning acceleration
 - Creates a strong coherence within a grade level and between grade levels.
 - Provides teacher supports that are aligned to best practices in instruction.
 - Ensures long-term success by advancing learning and improving achievement for all students.
- Guiding Question 3 - How has District 200 engaged in a process to recommend a high-quality resource for elementary math instruction?
 - Timeline and Process
 - 2020-21: Piloted Zearn; Formed math committee to monitor implementation and serve as a feedback loop. The committee recommended piloting a second resource for the 2021-22 school year.
 - 2021-22: Continued use of Zearn; Piloted Illustrative Math (IM) during second trimester; pilot teachers and math coaches made a recommendation.
 - High-Quality Math Resources Reviewed and Piloted

- Zearn: selected as the main resource starting in 2020 because of the digital component; allowed access to asynchronous learning; lesson guidance includes whole group and small group instruction.
 - Illustrative Math: focused on problem-solving, student discourse, and solving real world problems; participate in hands-on learning through centers; strong alignment to research-based practices that maximize learning for diverse learners.
 - Rationale for the Recommendation of Illustrative Math
 - Creates a strong coherence within a grade level and between grade levels.
 - Provides teacher supports that are aligned to best practices in instruction.
 - Ensures long-term success by advancing learning and improving achievement for all students.
- Guiding Question 4 - What are the future plans to support implementation?
 - Continued Work and Support
 - Professional learning for math coaches and principals to support and lead the implementation of the instruction vision for math teaching & learning.
 - Professional learning for all staff on getting to know the resource.
 - Development of pacing guides and other support materials.
 - Ongoing professional development for the 2022-23 school year for teachers.
 - Ongoing support from math coaches at our thirteen elementary buildings.
 - Tonight's Recommendation
 - Approval to post Illustrative Math materials for community review.

There was additional information/comments on the following:

- Acceleration is a high-impact academic approach that will increase student achievement and close achievement gaps.
- In acceleration, staff does revisit past skills and concepts, but this is done in the context of what is currently being taught. This is different from remediation which focuses on drilling students on isolated skills and reviewing everything that was missed.
- Our teachers have focused on the eight best practices of teaching that are recommended by the National Council of Teachers of Mathematics (NCTM).
- Have been able to expand math coach positions with the federal relief funds to support each of our schools.
- Providing a high-quality resource that supports acceleration by allowing for horizontal and vertical articulation from grade to grade.
- IM has built-in assessments that will help facilitate discussions amongst teachers in their PLC (professional learning community). There are daily checks/assessments and summative mid/end of unit tests.
- IM is aligned to the Illinois Learning Standards and the NCTM teaching practices, promotes the use of instructional routines to address the learning needs of multilingual learners and students with special needs, and aligns to all descriptors of the D200 Portrait of a Graduate.

There were questions/comments/discussions on the following:

- The number of classrooms that are piloting Illustrative Math (IM).
- Previous resources - Math Expressions and Everyday Math, and why the switch was made from Math Expressions to Zearn. This included the need for a digital resource that would be ready to go due to the unknown learning environment during the pandemic.
- The recommended shifts of instructional practice did not exist at the time Math Expressions was adopted, leading to the recommended switch to a new instructional resource.

- Acceleration and the impact in the classroom when introducing acceleration content at the same time as standard content. It all starts with pre-assessments and what knowledge students have coming into a particular unit, and the tasks that encompass both previous and current grade-level content. Through PLCs, there are conversations to identify those key skills that need to be addressed within the upcoming unit.
- The role of math coaches and classroom teachers in addressing unfinished learning.
- IM as it relates to differentiation math opportunities – comes with a pre-assessment for every unit of study. The pre-assessments will determine what students know before that unit begins, thus being the first step in terms of differentiation.
- IM provides multiple entry points so every student can access the learning. This means there are key strategies/instructional routines that students will learn, thus becoming a habit/routine for them.
- IM is very collaborative and students have many opportunities every single day to talk to, engage with, and learn from one another.
- Having math coaches available to support teachers once the pre-assessments are complete make a big difference for staff.
- There is not a digital component included in the recommendation. The team is engaging with the Instructional Technology & Innovation Coach at the elementary level and researching digital tools for math instruction and technology integration to look like. The goal is to enhance the experience, not substitute it.
- Sensitivity to another tool and another resource to learn for teachers, and making sure we are working with all elementary teachers during the transition.
- The increase in the number of math coaches in the District; federal relief funds through 2024 as the funding source for math coaches; do not anticipate those positions going away after 2024; will need to evaluate how we continue that resource assuming we continue to still find it a valuable resource.

It was recommended the Board approve the posting of Illustrative Math for community review.

MOTION

Member Hanlon moved, Member Booton, approve the posting of Illustrative math for community review as presented. Upon a roll call vote being taken, the vote was AYE 6, NAY 0. **The motion carried 6-0.**

*Board Secretary Long arrived at the start of the presentation of Action Item #2.

Approval to Post FLES Spanish Language Arts Curriculum for 2nd and 3rd Grade for Community Review

The Illinois School Code, 105 ILCS, Section 5/17-1, requires Boards of Education to prepare and Spanish Language Arts is a requirement for Transitional Bilingual Education programs. One programming model for Spanish Language Arts is FLES (Foreign Language Elementary Schools). This year both Johnson and Pleasant Hill are providing all students in first grade the opportunity to learn Spanish and enrich their skills through FLES. The program will continue to expand by one grade level every year.

Mrs. Melissa Murphy and staff provided an overview of the curricular work completed for grades 2 and 3 and updated the Board of Education on the implementation of the FLES program at Johnson and Pleasant Hill Schools and featured the following administration members:

- Dr. Limaris Pueyo, Director of Multilingual Learners and Equity
- Mr. Derick Edwards, Principal of Johnson Elementary School

- Mrs. Emily Varghese, Asst. Principal of Johnson Elementary School
- Ms. Paraskevi Stamatoukos, Principal of Pleasant Hill Elementary School

The Spanish Language Arts Through FLES presentation included information on the following:

- Guiding Question 1 – What is FLES and how does it support academics, SEL, and equity?
 - Spanish Language Arts Vision and Programming
 - Enhance students’ cultural understanding while developing Spanish proficiency in listening, speaking, writing, and reading.
 - The program values and promotes multilingualism, multiculturalism, and fosters a culture that advocates for equity and access.
 - FLES (Foreign Language Elementary School) is one programming model for Spanish Language Arts. With FLES the target language is taught as a separate subject.
 - Language Learning and Academic Achievement
 - Extensive research on language learning suggests learning a new language leads to increased academic achievement and cognitive function.
 - Aids in the development of students’ reading abilities, ability to transfer skills from one language to another, enhanced knowledge of English structure and vocabulary, enhanced problem-solving skills, improved verbal and spatial abilities, improved memory function (long & short term), more flexible and creative thinking, and higher standardized test scores.
 - Social-Emotional Learning and Equity
 - SEL Relationships – the program unites students of various cultures through learning a language together; supports relationships that enhance students’ sense of belonging and school connectedness; helps students develop a more positive attitude toward the target language (Spanish) and/or speakers of that language.
 - Windows & Mirrors – students from Spanish-speaking backgrounds can see themselves reflected and/or can connect with material taught at school and offers other students a lens into another culture; which leads to increased engagement and more meaningful learning.
- Guiding Question 2 – How is the FLES being implemented at Johnson and Pleasant Hill?
 - Johnson Elementary
 - All first-grade students receive sixty minutes of FLES instruction one day a week.
 - Three Spanish Bilingual Specialists collaborate to design FLES lessons and deliver instruction simultaneously to their first-grade classroom.
 - Students engaged in learning through interactive games, activities, Total Physical Response (TPR), structured conversations with peers, and FLES/classroom teacher.
 - Native speakers’ sense self-confidence and discussion participation have increased; they are very enthusiastic.
 - Non-native speakers are beginning to use Spanish outside of FLES classes.
 - The team has gained valuable insights to help with planning for the future.
 - Pleasant Hill Elementary
 - One Spanish Bilingual Specialist delivers FLES instruction to all first graders.
 - Students receive twenty minutes of instruction three times a week.
 - FLES lesson and instruction help native speakers learn to read in both languages and promote collaboration.

- Guiding Question 3 – What further curricular work was completed this year?
 - First – Third Grade FLES Curriculum
 - Three grade levels (First, Second, Third grades).
 - Six units; each unit is 6-7 weeks, interweaves Spanish speaking cultural lessons and supports the acquisition of grade level Spanish academic language.
- Guiding Question 4 – What are the future work projects?
 - Future Work Projects
 - Develop the Spanish Language Arts curriculum and assessments for grades four and five.
 - Continued collaboration and work with MS and HS to finalize the programming from K-12 grades to meet the following goals:
 - Expand Spanish opportunities in MS (Spanish I, II, and Heritage courses).
 - Create a path for students to enroll in Spanish III as a freshman.
 - Increase the number of students earning the Seal of Biliteracy.
 - Encourage students to explore bilingual education through our Education Pathway.
 - Tonight’s Recommendation
 - Approval to post 2nd and 3rd grade FLES Spanish Language Arts curriculum as presented for community review.

There was additional information/comments on the following:

- This is the first year of implementation of the FLES programming model at both Johnson and Pleasant Hill Elementary Schools.
- Experimenting with the FLES models at both Johnson and Pleasant Hill this year to see which model is best for students. Also seeing different implementation styles based on the teacher and his/her style.
- The students and the classroom teacher are participating in the lesson together.
- Have seen students bonding together outside of the classroom – in the hallways, lunchroom, on the playground, after school, and using the language.
- FLES is bringing kids together and enhancing what is already there in the school environment.
- Bringing in many different modalities into the FLES instruction – incorporating technology, small group work, whole-class instruction, and independent work.
- Emphasizing the skills that can transcend language throughout to help students understand those same skills can help you learn how to read and access any language.
- Collaborated with the FLES teachers to develop the second and third grade recommended units.

There were questions/comments/discussions on the following:

- How long will it take for every student in the district to have access to these kinds of language opportunities from EC-12 and the aspiration to see this expanded to other buildings? Noted native speaking students provide the context to apply that language outside of the classroom.
- The need to be careful to assume this experience at Johnson and Pleasant Hill can be replicated in a building that does not have the same bilingual or Spanish-speaking population. Expanding programming opportunities in the future to other buildings may not look exactly the same way, and would need to be part of conversations in strategic planning.

- Johnson and Pleasant Hill are the two sites that have the largest Spanish bilingual population. The teams at both schools meet monthly to discuss the implementation of FLES in their buildings and the best model to use going forward.
- The plan is to add one grade level to this cohort each year and add the new first-grade classes at these buildings with each new school year.
- The units in the proposed second and third-grade curriculum align with science and social studies and try to bring in content that is being taught in English within the Spanish Language Arts experience.
- Staffing - do anticipate a .5 increase (Johnson) and running the program with the existing multilingual staff (Pleasant Hill).
- Students from Spanish-speaking backgrounds can see themselves reflected and/or connect with material taught at school and offers other students a lens into another culture – this is essentially culturally responsive teaching.
- Burmese is the second most common language in the district and we are currently not close to having the twenty students at a school that would make it a bilingual site.
- FLES is not the only model to begin teaching other languages. Are we thinking of other models that can be used in our schools to teach other languages? When children hear multiple languages spoken, they experience multiculturalism or multilingualism.
- The recommendation for the FLES model came out of a study conducted about how the district was going to best address the requirement of teaching Spanish Language Arts to our Transitional Bilingual students. Additionally, the district must do curricular work for our other bilingual sites that have a smaller bilingual population. Looking at English Language Arts instruction at the elementary level.
- For students who move into both Johnson and Pleasant Hill as we continue to build the curriculum, teachers will need to differentiate and tailor the curriculum based on where students are at and to best meet the needs of the student.
- FLES is implemented in every first-grade classroom at both Johnson and Pleasant Hill schools.

It was recommended that the Board of Education approve the 2nd and 3rd grade FLES Spanish Language Arts curriculum for community review.

MOTION

Member Booton moved, Member Paulsen, seconded to approve the 2nd and 3rd grade FLES Spanish Language Arts curriculum for community review as presented. Upon a roll call vote being taken, the vote was AYE 7, NAY 0. **The motion carried 7-0.**

Approval of the 2022-23 Fee Schedule

During the 1994-1995 school year, the District instituted a basic fee schedule at all school levels that was put into effect as of the 1995-1996 school year. Annually, the administration reviews the fee schedule in preparation for the upcoming school year. A recommendation is then brought to the Board of Education for approval.

In March of 2010, the Board of Education was asked to approve a fee list for high school course consumables. In the past, the Board approved a blanket statement allowing for consumable fees to be assessed at cost. The Board was asked to approve a defined list, as these fees were to be assessed upon student registration for these courses, versus being collected in the classroom. In addition, the cost of workbooks was added to the list of consumables.

The recommended fee schedule for the 2022-2023 school year was attached to the board report. The administration has reviewed the current revenue impact of fees collected, and how they offset ongoing expenditures in the budget. The Business Office recommends that all existing fees remain constant, meaning no change, except for the following areas at the high school level:

- Increased the Graduation Fee from \$30.00 to \$35.00 to cover increased costs
- Added Lifetime and Fitness - Bowling (WWS Only) at \$60.00 per semester
- Added Lifetime and Fitness - Golf (WWS Only) at \$40.00 per semester
- Added Lifetime and Fitness - Adventure (WWS Only) at \$55.00 per semester
- Added AP Art History course fee at \$25.00 per semester

This information has been shared with the Board Finance Committee. As in the past, fees will be \$10 less for those who pay before 7/1/2022.

The administration is not recommending any changes to athletic fees, and consumable fees will still be charged at cost, as they have been in the past. Tuition-based fees for ADK and Early Childhood will be set at the customary rate as well. The high school course fee list was also included in the board report. Proposed consumable fees are based on need; workbook fees are assigned at cost.

There was additional information/comments on the following:

- Reminder to the Board registration fees were reduced going into the current school year, and the administration is not recommending any change to the core registration fees for the 2022-23 school year.
- There are course-specific fees that fluctuate year to year based on the actual costs that are associated with those specific user fees.

There were questions/comments/discussions on the following:

- Request for a list of what is a sport vs. activity.
- Activity or club fees are included in your base registration fee; competition sports are a separate fee.
- E-sport and whether this is charged a sports fee vs. activity fee.
- Graduation fee increase of \$5 came from the HS level.
- Yearbook fees not being eligible for full or partial waiver; are there other mechanisms in the district that can subsidize yearbooks for seniors that want them (such as booster club)?
- A way to determine how many students are using planners that are purchased for the students? Currently purchased for MS and HS students.

It was recommended the Board approve the 2022-2023 Student Fee Schedule as presented.

MOTION

Member Paulsen moved, Member Booton, seconded to approve the 2022-2023 student fee schedule as presented. Upon a roll call vote being taken, the vote was AYE 7, NAY 0. **The motion carried 7-0.**

WRITTEN REPORTS

Monthly Financial Reports

FOIA Report

Board Communication Log

Citizens Advisory Committee (CAC) Report

REPORTS FROM BOARD MEMBERS

Board Committee Reports

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

Other Reports from Board Members

- There were comments on the following:
 - Building visit to Monroe – great visit to classrooms.
 - Building visit to Edison for student presentation.

TOPICS FOR FUTURE DISCUSSION

Vision 2026 Strategic Plan
Community Engagement Report
Social-Emotional Learning (SEL) Report
Innovation and Technology Update

There was a Board member request for a future discussion topic - a comprehensive review of the social studies curriculum.

NEXT REGULAR MEETING

April 13, 2022, 7:00 PM, Hubble Middle School

ANNOUNCEMENTS

April 27, 2022, Committee of the Whole, 7:00 PM, Hubble Middle School

*The June Board Meeting will be changed from June 8, 2022 to June 15, 2022 at 7:00 PM at Hubble Middle School.

CLOSED SESSION

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

MOTION

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

There was no action expected following the Closed Session.

The meeting adjourned to Closed Session at 9:08 PM.

Dave Long, Secretary

Chris Crabtree, President