

Community Unit School District 200

Administration and School Service Center

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NOTICE

CITIZENS' ADVISORY COMMITTEE (CAC) MEETING

BOARD OF EDUCATION
DISTRICT 200
DUPAGE COUNTY, ILLINOIS

A Meeting of the Citizens Advisory Committee (CAC) of Community Unit School District 200, DuPage County, Illinois will be held on Wednesday, March 19, 2025, at 7:00 – 8:30 p.m. at the School Service Center, 130 W. Park Ave, Wheaton, IL. The agenda of the meeting is as follows:

1. Call to Order
2. Public Comment (See Board Policy 2:230)
3. Approval of Minutes – February 19, 2025
4. Chair Report
5. Reminders about 2025-2026 Membership
6. Continued Discussion of Department of Technology 1:1 Research Findings
7. District Finance Overview and Discussion
8. Question of the Month
9. What is the Buzz?
10. Adjourn



Rob Hanlon
Board of Education, District 200



Superintendent of Schools, District 200

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Citizens Advisory Committee (CAC)

March 19, 2025 - Meeting at SSC

Call to Order

- The meeting was called to order at 7:01 p.m. by Chairperson Nathan Mead.
- This meeting was conducted in the BOE Room at the SSC.
- 24 CAC members were present for the meeting; 13 members were absent. (Roster Attached)
- Others present: Supt. Jeff Schuler, Asst. Supt of Business Services - Dr. Brian O'Keeffe, Director of Communications & Community Engagement - Alyssa Barry, Executive Director of Innovation & Technology - Jason Spencer, Board Member - Angela Blatner

Public Comment

- Sally Girgis - Laptops

Approval of Minutes from February 19, 2025

- Motion to approve the minutes: C. Dabovich; second: K. Gillenwater; All in favor.
- The minutes of February 19, 2025, were approved.

Chair Report

- There have been some questions on CAC membership. The term for CAC is five years. If a member has been on CAC for less than that, they do not need to reapply. Dr. Schuler will email committee members asking if they want to continue next year.
- There will be two CAC subcommittees gathering in April/May that we are seeking volunteers for - the selection subcommittee (seeking five individuals, along with the chair and vice-chair), and the bylaws review subcommittee (seeking four additional individuals, along with the chair, vice-chair, and Greg A.). Members should email Dr. Schuler and Nathan Mead if interested in participating in one of these subcommittees.
- A reminder to please vote on or before April 1st.
- Chair Mead reviewed the highlights of the February 26th Committee of the Whole Board Meeting at the SSC (special shoutout to Melissa and team for the report on MTSS for literacy, with the focus of the meeting on dyslexia), the March 12th Regular Board Meeting at WNHS, and noting upcoming Board meetings and events.
- Dr. Schuler clarified why we are doing an amended budget this year (which also requires a public hearing). The District sold the first \$75 million in referendum bonds, and there are corresponding expenditures out of the budget. Nothing has changed in the budget itself other than that. JS detailed the bond sale, bid packages, etc.

Reminders about 2025-2026 Membership

- Dr. Schuler asked CAC members to let him know if they would not return next year.
- There have been at least 25 applicants for next year. The application window closes on March 28th.
- Looking at other opportunities for engagement for those interested in CAC who may not be selected due to the number of available spots for next year.

Continued Discussion of Department of Technology 1:1 Research Findings

- At the February meeting, Jason Spencer shared some research his team has been doing on district technology, specifically how the District's current 1:1 structure is going at the

elementary level. The findings included information on common structural themes, screen time discussion, and data collection methodology. At the Chair's request, due to time constraints, it was suggested that CAC return to this topic at the March meeting.

- Frame out the topic - tonight's goal is to ask for feedback on the district's recommendation regarding the cell phone policy. Looking for feedback - gaps or blind spots that would affect the recommendation for staying 1:1 at the elementary level.
- Mr. Spencer presented data and graphs from the elementary staff survey, as well as trends by grade level, and noted there were a lot of graphs and different charts - have to take all of the data as a whole to paint the broader picture. It is hard to find just one magic chart that answers everything.
- What were the questions asked of teachers districtwide at the elementary level about how 1:1 looks in the classrooms? Noted the even distribution of staff by grade and position that were asked (not just classroom teachers, but specialists, coaches, etc.) Also talked one-on-one in person with another 35-40 staff members. That is qualitative information, and the graphs are quantitative information.
- Survey question on Chromebook use per day - caveat: keep in mind that for all these answers, grade level might impact distribution. For example, 5th-grade students might use Chromebooks more than 1st-grade students.
- Survey question - Has the current 1:1 device arrangement been a net positive for you? Overall positive.
- Survey question on Block scheduling of ELA and Math as it relates to impacting any potential change to our 1:1 model - looks 50/50. Caveat: the "no" predominantly followed up with the new curriculum is taking time to get used to, so the role of Chromebooks is still being figured out or shifted to other subject areas. If a "1" is given, it is predominantly due to distracted learning.
- Survey question on assigning homework or extra practice that requires the Chromebooks to be sent home? Keep in mind that where there is extra practice at home, one of the groups that received the most extra practice and supplemental work outside of the classroom is the multilingual population.
- Value for younger grades to leave Chromebooks at school vs. sending them home.
- Feedback from parents about Chromebooks going home.
- Trends - caveats: not necessarily unique users, time of day not distinguished, length of session not distinguished, does not only mean a school-issued Chromebook.
- Noted peak on February 12th - that was an E-learning day.
- There is more internet traffic as the kids get older.
- Looking at time of day trends. Caveats - charts show collective traffic, most likely repeat users throughout the day; doesn't distinguish length of session, doesn't show day of the week trend, doesn't necessarily mean only on a school-issued Chromebook.
- "Lightspeed" is what determines educational activity vs other activity. Is Lightspeed the best out there? There are three dominant resources, all vetted before settling on Lightspeed.
- Most of the traffic is during the school day, and do not see much traffic after the school day.
- Noted that a ten-day period was picked.
- The last trend shown is by day of the week; the scale is pretty low.
- Talking about a few things - 1:1 usage of computers for students; usage both within and outside of school hours; and devices - ways our students are accessing the district information, through district computers or personal computers. How much in fees have been generated from students paying for broken devices to be repaired? Is this hurting some of our families? The District spends in the neighborhood of \$40-50,000 on

Chromebook parts; it is noted that over 60% of all breakage happens at the middle school level alone.

- Policy changed on fees for broken Chromebooks - for simplicity's sake, the biggest damage is broken screens. The price for a broken screen is not the cost charged to parents; 40% of what it costs the district to replace the screen is charged to parents. Noted, middle school students do get cases.
- The need to remind parents that they have the ability to turn off the internet when they are at home on our Chromebooks. This is done through Lightspeed.
- Feedback - parents do not know enough about Lightspeed.
- Communication on the parent portal piece about Lightspeed - continue to push this out. Should use PTAs to spread the word.
- Google requires parental consent for anyone under 18 to access YouTube. Parents will see a new permission with registration next year.
- Do educators use YouTube during the day? By blocking YouTube it only affects independent research on YouTube. There is no independent research at the elementary level on YouTube. Will be turning YouTube off next year at the elementary level.
- Suggestions on how to include the Lightspeed information to parents. A recommendation to put a sticker on District Chromebooks to include info on Lightspeed.
- Asked the groups to chat at their tables and jot down some notes on the presentation, data, and anything that would affect the recommendation to stay 1:1 at the elementary level.

District Finance Overview and Discussion

- Dr. Brian O'Keeffe shared information regarding the budget and the five-year financial forecast from the January Board Committee of the Whole meeting.
- This information from the financial forecast is what is known at that point in time, knowing things change along the way. This gives the board and the public a roadmap, noting that conservative assumptions are used.
- The financial data is put into the financial planning analytics model; this includes the audit information and assumptions.
- This five-year forecast is for budget planning, tax levy determination, scenario and trend analysis, and as an annual update and reassessment.
- Look at this monthly to make sure nothing significant has changed.
- Fiscal metrics - the average spend per pupil (\$18,510) is still below the state average; Board fund balance (31.04%), Standard & Poor's bond rating (AA+, stable outlook), ISBE designation for FY24 (the highest possible - Financial Recognition), and the FY25 budget was balanced (for the 15th consecutive year).
- Bond sale - took place in early March; there were twelve bidders; tight sale, very competitive.
- Anticipate the second bond issuance a year from now.
- Revenue assumptions - CPI is the biggest driver in public education when it comes to accessing new revenue; take it or lose it in perpetuity, compounded. DuPage is a tax cap county - can never ask for more than 5%, even if CPI is above this.
- The uncertainty currently present at the federal level.
- CPI for Feb was 2.8; estimating it will be 2.5 - 3.5% range this year; looking at it conservatively, (out years 2.5).
- Capturing new property growth - If you miss a dollar of new construction, miss it forever.
- The District does not determine what new construction is, does not determine the value of someone's home, and does not determine tax rates.

- Talked about new construction in the District, specifically Naper Commons and apartments on Ferry Road.
- Revenue Assumptions including CPPRT (Corporate Personal Property Replacement Tax), Interest Income (have earned more in the last two years than in the last decade), EBF (Evidence-based Funding - fully funded for next year), State MCAT (Mandated Categoricals - general state aid; for every dollar we pay into system for pupil transportation for regular ed, special ed, and outplacement, at most getting 80 cents on the dollar for our prior year expenditures. Anticipating future proration at the state level), Federal Grants - caution to not get caught in the noise, pay attention to what the facts are; data comes when laws are actually made.
- Expenditure Assumptions include salaries and benefits, retirement/resignation reductions, and purchased services and supplies (ed fund, O&M fund, and transportation fund).
- Future considerations includes potential revenue growth (return of registration fees to pre-pandemic levels, City of Wheaton TIF #3 EAV increase and surplus, and community partnerships) and potential expense growth/revenue reductions (union contract negotiations, HS athletic field updates, State of IL FY26 budget implications, and adjustments to the Tier II membership for the state pension system).
- CUSD 200 funds (10 through 70).
- 5-year forecast for the operating funds (Ed fund, O&M fund, Transportation fund, and Working Cash fund). This tells us if we are structurally sound.
- While the potential is for a projected overall deficit in 2026, from a structural perspective, the focus is on the yellow line in the middle, which indicates we are structurally sound.
- Sherman Dergis model - a financial model from the University of Michigan that helps estimate (with a major amount of inputs) the anticipated spend on your facilities you should be making. Investing in your facilities if you want to keep up with them.
- Opportunities in the budget for new staff - pension vs 403B structure? State pension systems and the law.
- Issuing new debt in LY25; last debt payment - October 2025.
- Aggregate 5-year look ahead - update from last year to this year? Looks better; we approach financial forecasting in a very conservative way; there are things that we can do to work through a million-dollar deficit.
- We will make adjustments to make sure we are not operating in a deficit. Noted the carry forward amount each year. When you take care of the immediate, do not see a ramp-up in the out years.
- Sherman Dergis - and the importance of taking care of facilities - the District building into the model, taking care of their facilities. This is a good thing. The annual investment in facilities before 2017 was- \$1 million yearly. Now, the District invests about \$7.2 million in facilities per year. This gives us short-term flexibility, and we can scale back if needed in a given year. This is important as we have talked about the uncertainty in the budget with state categoricals and even federal grants - Titles I, III, and IV represent approximately \$2 million - an issue we have to watch, but not a stop-the-district type of disruption.
- ADK (all-day kindergarten) is free in the model beginning in 2027 (regarding the revenue reduction).
- The Homeschooling bill moved to the Senate in Illinois. If it passes, heard it will fall on the home-school districts to evaluate every one of those students. How will that impact the district? Dr. Schuler noted it will be hard to comment until we have seen specific detail and facts.

Question of the Month

- Did not get to this agenda item.

What is the Buzz? (What are people talking about out in the community)

- Longfellow PTA and ML Hengesbaugh crushed the Longfellow social; raised a lot of money, and did a great job.
- Franklin dodgeball tournament - saw a lot of friendly faces; a lot of money was raised for many good causes.
- Business Incubator Final Pitch Competition - come watch kids make their presentations - April 30th at 8:30 AM, at WNHS.
- Thank you to Jason Spencer for the presentation to CAC - hit all the questions asked last month.
- Franklin MS - Let's Dance Committee brings in a professional dance instructor (teach the fox trot, etc); it is a great student experience.
- Thankful the District is bringing dyslexia/literacy to the forefront, noted the February Board Committee of the Whole meeting.
- Special Ed Advisory Committee - great concept; working on mission statement; participants all with different backgrounds and experiences in the District; all coming together to help schools and students to do better.
- WWPTA Scholarship breakfast is on April 30th; reach out if you want to get involved.
- Fill out the 5-essentials survey for your school.
- Introduced two new elementary principals at the March Board meeting (Hugh Boger at Pleasant Hill and Kiera Quintero at Lowell) - if you have kids at those schools, reach out and welcome them to the District.

Adjourn

There was a motion to adjourn: ML Hengesbaugh; second: M. Kolisch; All in favor.

The meeting was adjourned at 8:34 p.m.