

MINUTES
BOARD OF EDUCATION MEETING
COMMUNITY UNIT SCHOOL DISTRICT 200
September 11, 2024

The first regular meeting of the month of September of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the Hawthorne Elementary School, 334 E. Wakeman Ave., Wheaton, IL, by Board President Rob Hanlon, on Wednesday, September 11, 2024, at 7:00 PM.

ROLL CALL

Upon the roll being called, the following were present:

Board Members: Mr. Rob Hanlon
 Ms. Julie Kulovits
 Mr. Dave Long
 Ms. Angela Blatner
 Mr. Erik Hjerpe
 Mr. Brad Paulsen
 Mr. John Rutledge

Also in Attendance: Dr. Jeff Schuler, Superintendent
 Ms. Alyssa Barry
 Mr. Matt Biscan
 Ms. Melissa Murphy
 Dr. Brian O’Keeffe
 Dr. Chris Silagi
 Mr. Jason Spencer

PLEDGE OF ALLEGIANCE

Board Member John Rutledge led the Board in the Pledge of Allegiance.

COMMUNICATION WITH THE HOST SCHOOL

Ms. Holly Zimmer, Principal of Hawthorne Elementary School, welcomed the Board and audience to the little school with a big heart. Ms. Zimmer noted the meaningful relationships at Hawthorne and the 22 languages spoken at the school. Two students in the SAIL program demonstrated the use of communication devices, a short video featuring some of the school clubs was shown, and three Hawthorne students spoke of their favorite things at the school.

MODIFICATIONS TO THE AGENDA

None

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.

Speaker

Topic

Julie Schubert

Hawthorne School

SUPERINTENDENT REPORT

Dr. Schuler asked the Student Ambassadors at both WNHS and WWSHS to provide a report on each of their high school's activities and events that have taken place in the last weeks. It was noted there was a lot of emphasis on connection and engagement.

Dr. Schuler provided the following updates:

- Attended the September 11 Remembrance Ceremony in Memorial Park - a beautiful ceremony. Students from Longfellow and Franklin participated in the ceremony.
- Attended a number of back-to-school curriculum nights these last weeks at the middle schools and a few of the elementary schools. Great to see the level of partnership and engagement of our parents and our staff members.
- Received a check yesterday for the second of the settlements from the vaping litigation the District was involved in. The Altria check received was just under \$60,000.
- Had the first of the Town Hall meetings related to the referendum last night at Edison Middle School. There are three more open Town Hall meetings coming up, in addition to three Joint PTA meetings at our middle schools, and Sharper Focus meetings at all of our buildings with staff. These are opportunities to share our information messaging with the community.
- Working on two intergovernmental projects - one is to improve Pleasant Hill Park in conjunction with the Carol Stream Park District. Second, partnering with the Wheaton Park District to do some redevelopment and improvement behind Monroe Middle School (the turf field section of Graf Park). There are a couple of IGA's with the two park districts that will come to the Board at a future meeting. The IGAs are needed for the park districts to submit grant applications. These are good opportunities to improve assets in our community that sit immediately adjacent to our schools and are important to the District.

CONSENT AGENDA

1. Approval of Statements of Completion from the Regional Office of Education for Hawthorne Elementary, Johnson Elementary, and Sandburg Elementary Schools – Recommend approval of the statements of completion as presented.
2. Approval of Annual Vendor Contracts Generating Revenue – Recommend approval of vendor contracts as presented.
3. Approval of Bills Payable and Payroll – Recommend approval of bills payable and payroll as presented.
4. Approval of Minutes – August 14, 2024, Regular Meeting, Open and Closed, and Approval to Destroy Recordings of Closed Sessions Prior to April 2023 As Allowable by Law – Recommend approval of the minutes as presented and approve the destruction of recordings of closed sessions prior to April 2023 as allowable by law.

5. 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:

- #1 - Statements of Completion: reminder approval by the Board is a step that has to be taken; appreciative of the Board's investment in capital infrastructure every summer; the summer 2024 investment represented almost \$10 million to improve our facilities.

MOTION

Member Hjerpe moved, Member Rutledge seconded to approve the Consent Agenda as presented. Upon a roll call vote being taken, the vote was: AYE 7, NAY 0. **The motion carried 7-0.**

POLICY APPROVAL CONSENT AGENDA

1. Approval of Revised Policy 4:70 Resource Conservation – Recommend approval of revised policy 4:70 as presented.
2. Approval of Revised Policy 5:130 Responsibilities Concerning Internal Information – Recommend approval of revised policy 5:130 as presented.
3. Approval of Revised Policy 5:200 Terms and Conditions of Employment and Dismissal – Recommend approval of revised policy 5:200 as presented.
4. Approval of Revised Policy 6:140 Education of Homeless Children – Recommend approval of revised policy 6:140 as presented.

There were comments and/or questions on the following:

- All policies were reviewed by the Board HR/Policy Committee.
- No feedback was received from the public.

MOTION

Member Paulsen moved, Member Kulovits, seconded to approve the Policy Approval Consent Agenda as presented. Upon a roll call vote being taken, the vote was: AYE 7, NAY 0. **The motion carried 7-0.**

ACTION ITEMS

Approval of the Resolution to Adopt the FY25 Budget

The Illinois School Code, ch. 105, ILCS 5/17-1, requires the Board of Education to adopt an annual budget within the first quarter of each fiscal year (by September 30). A 30-day public inspection period and a public hearing must precede the budget adoption. The FY25 tentative budget has been available for public inspection since July 10, 2024, and a public hearing was held on August 14, 2024.

The final FY25 Budget document to be filed with the Illinois State Board of Education (ISBE) and Regional Office Of Education was attached to the board agenda item. The ISBE Budget Form includes activity accounts as now required. Changes from the Tentative Budget were reviewed with the Board at the meeting. The operating budget is balanced.

Dr. Brian O’Keeffe provided an overview of the FY25 Final Budget, which included the final budget changes. There was information on the following:

- Budget Calendar

- Began in January 2024 with the authorization to prepare the budget and will end tonight with tonight's approval of the budget
- CUSD 200 Budget Funds
 - Funds 10, 20, 30, 40, 50, 60, and 70
- Revenue - All Funds
 - D200 Major Revenues by Fund (Educational, Operations & Maintenance, Transportation, All Other Funds)
- Revenue - Operating Funds
 - Budgeted Operating Revenue % by Source (Property Taxes, EBF, Other Local Revenue, Federal Revenue, Other State Revenue)
- Expenses - All Funds
 - D200 Major Expenditures by Fund (Educational, Operations & Maintenance, Transportation, All Other Funds)
- Expenses - Operating Funds
 - Budgeted Expenditure % by Object (Salaries, Benefits, Purchased Services, Other Objects, Supplies and Materials)
- Final Budget Changes - Education Fund (Fund 10) - Revenues
 - Decrease in tax levy and CPPRT; Increase in EBF and orphanage reimbursement
 - All state and federal grants reviewed and updated where necessary
- Final Budget Changes - Education Fund (Fund 10) - Expenditures
 - Decrease in salaries & benefits; Increase in professional services, supplies, tuition & other objects, and in non-capital equipment; Capital equipment and termination benefits were flat
- Final Budget Changes - Operations and Maintenance Fund (Fund 20)
 - Decrease in tax revenue, salaries & benefits; Increase in purchased services, supplies, and terminated benefits; Capital expenses were flat
- Final Budget Changes - Debt Service (Fund 30)
 - Increase in tax revenue; Interest earnings and general state aid were flat
- Final Budget Changes - Transportation Fund (Fund 40)
 - Decrease in tax revenue; Increase in pupil transportation expense; State transportation reimbursement was flat
- Final Budget Changes - IMRF (Fund 50)
 - Decrease in tax revenue and benefits
- Final Budget Changes - Capital Projects (Fund 60)
 - Decrease in tax revenue; architect/construction expenses were flat
- Final Budget Changes - Working Cash (Fund 70)
 - Interest earnings were flat
- Final Budget - All Funds & Operating Funds
 - Revenue, expenditure, and the difference totals for all funds
 - Budget shortfall after adjustments for funds 60, 50, 30
 - Deficit budget summary information - revenue, expenditure, and the difference totals (operating funds only) for funds 70, 40, 20, 10
 - The deficit is due to BOE pre-approved security upgrades & architect/consultant fees
- Final Budget - Operating Budget Summary
 - All funds except Debt Service, IMRF, and Capital Projects
 - Total Revenues & Expenditures, Operating Balance, Transfer to Capital Fund, and the Operating Deficit
 - The deficit is due to BOE pre-approved security upgrades & architect/consultant fees

There were comments and/or questions on the following:

- Appreciate the finance committee and their involvement as the budget has been developed.
- The resolution for approval of the budget is required statutorily.
- Property taxes - The District operates on a cash basis regarding the budget, and adjustments were made based on what was received. Impacts both the fall and spring collections; over 52% received as of June 30th.
- Decrease in salaries and benefits - not due to cuts, but adjustments made due to retirements, positions not filled or no longer needed, or overall estimations lower than originally thought in the tentative budget.
- The benefits year begins September 1st and does not align with our fiscal year, which begins July 1st.
- Capital/Non-Capital Equipment - if you spend over \$5,000 > considered capital equipment, between \$500-\$5000 > considered non-capital equipment (700 accounts), below \$500 > is a supply.
- General State Aid is moved into debt service due to Jefferson's lease obligations being paid through debt service (fund 30).
- Transportation reimbursement - proration based on the overall state budget is unknown at this point.
- District Board policy - must have a balanced operating budget; follows the state budget form.
- If there is a positive outcome in the November referendum question, the Board has already approved a resolution to reimburse itself for expenditures related to the architect/consultant fees.

It was recommended that the Board approve the resolution to adopt the final FY25 Budget as presented.

MOTION

Member Hjerpe moved, Member Blatner seconded that the Board approve the resolution to adopt the final FY25 budget as presented. Upon a roll call vote being taken, the vote was AYE 7, NAY 0.

The motion carried 7-0.

ORAL REPORTS

Vision 2026 Middle School Electives Update

The current electives offered at the middle school were last updated in the 2012-13 school year. Due to this, one of the tactics on the Vision 2026 Strategic Plans specifically names reviewing middle school electives to align with the high school Career Pathways.

Starting in 2022 with the adoption of Vision 2026, the Educational Services Department began engaging with staff and administrators to learn more about current elective offerings. As a result of this engagement opportunity, updates to elective offerings are being proposed. The administration outlined the proposed course recommendations, why make a change, and a timeline for the work.

Assistant Superintendent of Educational Services Ms. Melissa Murphy provided an update and PowerPoint presentation on the Middle School Electives Review, which included information on the following:

- Four Guiding Questions
 - 1 -What are the current middle school electives options and why make updates?

- 2 - What is the process used to update electives?
- 3 - What changes are being proposed to electives?
- 4 - What are the next steps with this work?
- What are the current middle school electives options and why make updates?
 - Middle School Instructional Day
 - 8 periods, 45 minutes each
 - Math, Language Arts (2 periods), Science, Social Studies, PE/Health, Elective, Elective
 - Current 6th Grade Electives
 - Yearlong: Band, Orchestra, Choir, Foundations
 - Quarter: Art, Drama, Music, Collaboration and Leadership
 - Current 7th Grade Electives
 - Yearlong: Band, Orchestra, Choir, Navigating Informational Sources
 - Quarter: Art, Speech, Project Lead the Way (PLTW) Design and Modeling, Digital Literacy
 - Current 8th Grade Electives
 - Yearlong: Band, Orchestra, Choir, Spanish, French
 - Semester: Art, Performance Seminar, Entrepreneurship, PLTW Automation and Robotics, Digital Authorship
 - Vision 2026 Academic Excellence Strategies
 - Expand programming to prepare students for a full range of post-secondary opportunities
 - Develop an extensive Career Pathways Program including expanding opportunities, endorsements, a review of graduation requirements, and a review of middle school electives to align with Career Pathways
 - College and Career Readiness
 - Multiple pathways to a life-sustaining wage
 - Highly Selective College - Multiple Rigorous Courses (AP)
 - Two and/or Four Year Post-Secondary Institution - AP and/or Dual Credit
 - Technology Center of DuPage (TCD) + College of DuPage (COD) Program - Dual Credit and/or Industry Credentials
 - All experiences should include an opportunity for career awareness and work-based learning
 - Middle School (MS) Electives Instructional Vision
 - The goal of the MS electives work is to align the courses to HS pathways which will allow career exploration experiences and opportunities for students to explore interests and develop talents. Electives should allow all students to discover a pathway to create a postsecondary education identity
 - ISBE Career Clusters and Current Middle School Electives
 - Agriculture, Food & Natural Resources - None
 - Arts and Communication - Visual Arts, Speech, Drama, Performance Seminar, Band, Orchestra, Chorus, Music, Digital Literacy, Digital Authorship
 - Finance and Business Services - Entrepreneurship
 - Human and Public Services - Spanish and French
 - Health Science and Technology - Health
 - Information Technology - None
 - Manufacturing, Engineering, Technology, and Trades - PLTW Design and Modeling, PLTW Automation and Robotics

- What is the process used to update electives?
 - Timeline for the Work
 - 2022-24: Learning and listening tour with staff, establish instructional vision for electives courses, admin research, and design, gather input on proposed courses
 - 2024 +: Curriculum development for identified courses (standards, goals, topics & instructional materials), capital projects design for exploratory labs, implementation of new courses and updated curriculum for existing courses, PACE framework (develop and implement grades 6-12)
- What changes are being proposed to electives?
 - Course Proposals: 6th Grade
 - Yearlong: Band, Orchestra, Choir, Foundations (update to curriculum)
 - Quarter: Art, Drama (update to curriculum), Introduction to Culinary Arts and Hospitality (new), Digital Literacy (update to curriculum)
 - Course Proposals: 7th Grade
 - Yearlong: Band, Orchestra, Choir, Yearlong Course TBD (new)
 - Quarter: Art, Speech (update to curriculum), Young Consumerism and Financial Literacy (new), PLTW Design and Modeling
 - Course Proposals: 8th Grade
 - Yearlong: Band, Orchestra, Choir, Spanish, French
 - Quarter: Art, Performance Seminar (update to curriculum), Entrepreneurship (update to curriculum), PLTW Automation and Robotics
 - ISBE Career Clusters and Proposed Middle School Electives
 - Agriculture, Food & Natural Resources - None
 - Arts and Communication - Speech, Drama, Performance Seminar, Band, Orchestra, Chorus, Art, Digital Literacy
 - Finance and Business Services - Introduction to Culinary and Hospitality, Young Consumerism and Financial Literacy, Entrepreneurship
 - Human and Public Services - Spanish and French (future work includes Spanish expansion)
 - Health Science and Technology - Health
 - Information Technology - None
 - Manufacturing, Engineering, Technology, and Trades - PLTW Design and Modeling, PLTW Automation and Robotics
 - ISBE Finance and Business Services Career Cluster
 - Contains five Career Pathways - Business Management and Administration; Finance; Marketing; Hospitality and Tourism; and Transportation, Distribution, and Logistics
 - CUSD 200 Middle School to High School Pathway: Culinary
 - Career Exploration and Discovery (Gr 6-8) - Intro to Culinary Arts and Hospitality
 - Orientation - Culinary Arts and Nutrition 1 and 2; Cooking Up Success/Senior Foods
 - Skill Development - Baking and Pastry, International Cuisine
 - Capstone - TCD Professional Cooking, Baking and Service
 - CUSD 200 Middle School to High School Pathway: Business
 - Career Exploration and Discovery (Gr 6-8) - Entrepreneurship
 - Orientation - Introduction to Business
 - Skill Development - Business Management
 - Capstone - Business Incubator 1 and 2

- CUSD 200 Middle School to High School Pathway: Finance
 - Career Exploration and Discovery (Gr 6-8) - Young Consumerism and Financial Literacy
 - Orientation - Consumer Education, Introduction to Business
 - Skill Development - Business Law, Business Management
 - Capstone - Accounting 1 and 2, Economics / AP Micro and Macro
- Alignment to Portrait of a Graduate (POG)
 - When developing the curriculum for MS elective courses, it will be anchored in furthering skills of the POG
- Capital Projects: Exploratory Labs
 - Included in the MS capital projects plans are exploratory lab spaces
 - The Entrepreneurship MX Inc. curriculum and Intro to Culinary Arts require collaboration spaces, presentation areas, and materials storage
 - Intro to Culinary Arts will require equipment for cooking and baking
- What are the next steps with this work?
 - Next Steps: 2024-25
 - Support the pilot of MX Inc. at all four buildings
 - Seek input from the CAC to learn more about current MS students' experiences with electives and to guide future course development, particularly for the yearlong courses in 6th and 7th grades
 - Map out the expansion of Spanish for FLES students
 - Develop a PACE framework for grades 6-12 that includes Career Awareness opportunities in MS
 - Work with Special Education teachers to identify additional electives opportunities for students in Essentials

There was additional information on the following:

- Current 6th and 7th graders take each of the quarter elective offerings; 8th graders have a choice from the five quarter electives offered.
- The Ed Services team spent time going to all four middle schools and talking with the teachers who work in electives to get a better understanding of what the current courses are and get feedback on those courses; spent time with the administrative team discussing career pathways; went back to teachers after research and design of proposed courses for input and feedback.
- While a lot of work has been done, we are early in this process, and there is still much work to be done.
- Drama course is part of a series (6th - Drama, 7th - Speech, 8th - Performance Seminar). Want to bring those teachers together for curriculum update and development.
- There will be work in building career awareness opportunities for our students so they can understand what careers sit with these elective courses.
- Have begun the curriculum work on the 8th grade elective Entrepreneurship. Teachers are piloting materials from MX Inc. This is the precursor course to Business Incubator at the high school level.
- The Finance and Business Services Career Cluster will be more complete with the addition of new MS courses (Introduction to Culinary and Hospitality, and Young Consumerism and Financial Literacy) and the current Entrepreneurship course.

There were comments and/or questions on the following:

- Essentials Program electives - why would those be different? Adding some continuity between the two MS that house the Essentials program (Hubble and Monroe); expanding opportunities for those students in some elective courses; some elective courses are integrated with Special Education students - work to create more opportunities for integration.
- How will student input be incorporated into classes, given that these are classes in which we want to pique student interest? 8th-grade student career interest survey and where that aligned with the electives - the business pathway came from the student feedback, as did the arts pathway.
- ISBE Career Clusters and the lack of electives in some clusters - noted the Agriculture, Food, and Natural Resources cluster, which was not listed as a high-priority item from either student or staff conversations.
- Digital Literacy course - an extension of the ELA experience where students are fine-tuning literacy skills with digital text.
- ISBE Information Technology Career Cluster - surprised there are no middle school elective offerings. Looking at some of the local districts and the expanded technology offerings in middle school grades, what they are doing, and why they are doing this may be beneficial as we go through this process.
- University of Illinois' Agricultural Consumer and Environmental Sciences College gets more than half of its students out of the Chicago metropolitan area.
- Is middle school too early to direct students toward teaching/education as we are doing in high schools? Discuss what we can do to pique students' interest in this important career.
- Extracurriculars at the middle school level and aligning those with career pathways - clubs that may pique student interest when they might not have an elective. This may be an alternative way to expose students.
- Courses at the high school level that feed into the ISBE Agriculture, Food, and Natural Resources.
- Currently, all 6th-grade students take Drama, all 7th-grade students take Speech, and 8th-grade students can take Performance Seminar. Students who take a language and participate in band, orchestra, or choir would not take the 8th grade elective.
- Any considerations for a zero-hour at the middle school level? Transportation element, totality of the day, etc. There have not been significant conversations about this.
- Exploratory labs - space considerations and the outcome of the November ballot question.
- What percentage of middle school students are thinking about careers? Not locking kids into a pathway, exploring different courses, and making a connection between a course a student may like and career experiences that could go with that course. The obligation to provide exposure and awareness of opportunities for students.
- Like the linkage to Portrait of a Graduate and the core skills of communication, collaboration, and problem-solving.
- The three electives being removed are based on feedback from staff.
- Foundations course (6th grade) teaches students organization, work habits, and study skills.
- Proposing three new curriculums and six updated curriculums - Working with staff to determine what instructional materials are needed for courses. The high school department chairs have been helpful with those conversations.
- Did not see a course on digital communication, video production, or graphic design. This is one thing that is missing from the electives. Opportunities for a future conversation.
- Culinary Arts and Hospitality - proposed for 6th grade. Consider moving this to 8th grade? It is still early in the process, and there could be some movement at the grade levels based on the curriculum. The connection to P.E./Health and the potential integration of emotional

and physical wellness, healthy eating, etc., and how this could be incorporated into the curriculum.

- Entrepreneurship course - should get a good sense after this semester if this should continue to stay in 8th grade or move?
- How to connect these electives to students' other core classes.
- Capacity - as we broaden the portfolio of choices, it represents a lot of work. Giving the kids choices, exposing them to experiences, and letting them learn other skills are the most important part vs. expanding the portfolio. Do not want to limit choice, but we cannot do everything.

Vision 2026 Human Resources Department Update

Annually, the CUSD 200 Human Resources Department shares with the Board of Education the work the Department has completed during the previous school year. The annual updates for 2023-24 were shared with a connection to Vision 2026 in the Operational Excellence Strategies: Hire, develop, and retain diverse, high-quality staff.

The CUSD 200 Human Resources Department presented the data from the 2023-2024 school year on hiring, leaves of absence, student teachers, guest teachers/substitute teachers, micro-credentials, FOIAs, graduate course work processing, retirements, and permissive transfers. There were updates on Vision 2026 Operational Excellence Strategies: Hire, develop, and retain diverse, high-quality staff. Assistant Superintendent of Administrative Services Mr. Matt Biscan provided this update and PowerPoint presentation on the Human Resources Department Summary for 2023-24, which included information on the following:

- Human Resources Department (HRD) Duties
 - Talent Acquisition, Retention, and Development
 - Initial Contact for Interested Job Applicants
 - Entry Point for all New Employees
 - Coordinate and Administer Leaves of Absence, Work Calendars, Graduate Coursework/Micro-Credentials, Verify Licensure, State Reporting, Evaluation, and Staffing
 - Support the Vision and Mission of CUSD 200
- HRD Snapshot 2023-24
 - Total New Hires - 448
 - New Guest Teachers - 117
 - Leaves of Absence - 236
 - Resignations - 364
 - Lane Changes - 188
 - Assignment Changes - 945
 - Micro-Credentials - 954
 - Service Award Recipients - 107
 - Student Teachers/Observations - 151
 - Permissive Transfers - 208
 - FOIA Requests - 88
- Recruitment and Selection
 - Social Media Campaigns, IASA Job Posting Site, Indeed, Interview Stream, Student-Teacher Partnerships, IASBO Job Posting Site, LinkedIn, Virtual Job Fair, Introduction to Teaching Course
- Retention of Staff

- Competitive Compensation and Benefits, New Teacher Mentor Program, Focus on Culture, Morale Survey Data, Stay Interviews, 5Essentials Data, Monthly Guest Teacher Orientations, Welcomed Nearly 120 Certified Staff Through New Hire Induction Program
- Progress In Focus Areas to Begin the 2024-25 School Year
 - Fully Staffed Social Worker/Psychologist Positions, Fully Staffed Special Education Certified Positions, Overall More Teaching Assistant (TA) Positions Filled to Begin This School Year, Contracted TAs Reduced from 42 to 25, Increase from 6 to 9 Bilingual Spanish Certified Staff Over the Past 2 Years
- Staffing Totals
 - Certified Staff – 2022 (1160); 2023 (1172); 2024 (1148); 2025 (1164)
 - Non-Certified Staff – 2022 (476); 2023 (428); 2024 (434); 2025 (444)
 - Administration – 2022 (56); 2023 (58); 2024 (59); 2025 (59)
 - Retirements for 23-24 – Certified (17); Non-certified (23); Administration (3)
- Vision 2026 Strategic Plan
 - Includes the Operational Excellence Strategy: Hire, Develop and Retain Diverse, High-Quality Staff

There was additional information on the following:

- Retention rates for D200 staff for last year: non-certified staff retention rate was 84%, certified staff retention rate was 95%, and admin retention rate was 90%.
- Interview Stream - a component of the job application process; an in-house screener used for all certified and admin applicants; consists of a three-question video that is recorded (1 - How did you choose your field of study? 2 - Describe the type of teacher or professor that has created the most beneficial learning experience for you, and 3 - What is your ultimate educational goal?)
- The importance of student-teacher partnerships, getting them placed in our schools and our school culture, and forming connections with staff. Also, this gives building leaders an opportunity to see if these individuals are coachable and willing to learn.

There were comments and/or questions on the following:

- The number of D200 teachers/staff who have historical ties to the community is unique - any indication that number is shifting over time?
- Student-teacher partnerships - the number of schools the District has student-teacher partnerships with is approximately 20-25, with some schools sending a lot more than others, continuing to build partnerships with other schools.
- What percentage of staff are taking micro-credentials?
- Data around D200 offers to candidates that are not accepted - numbers and why?
- Retention of staff - use the collection of information (from morale survey, stay interviews, 5Essentials data) as a marketing tool to talk about what it is like to work in our District - capture this and use it in the recruitment process.
- Engage staff and students to create a marketing video for job candidates (what it is like to work/learn in D200).
- Retention rate - anyone not returning (and does include retirements).
- Classified staff contract - An initial meeting is coming up soon.
- Celebration - a doctoral student doing research on what causes teachers to stay inside of their organization reached out to districts that had higher retention rates per school report card data and reached out to D200. While we can always do better, we have a high retention rate, which is a positive sign, and hopefully, we can learn something from the study, too.

- Bringing former D200 students back here to student teach after they graduate - any more we can do to encourage that? It was noted that some schools we have partnerships with encourage students to student-teach outside of the school district they attended and that there is value in having different experiences for your student teachers.

DISCUSSION ITEMS

Development of 2025-26 /2026-27 School Calendars

The district's calendar committee will begin meeting to discuss the development of a multi-year school calendar. Potential items for discussion within the committee were sought from the BOE. The goal of the discussion was to recap the calendar development process, hear feedback from the Board, and make sure any considerations Board members think should be a part of the process are brought out into the discussion.

Mr. Matt Biscan provided additional information on calendar development which included the following:

- The makeup of the calendar committee.
- The timeline the committee would like to adhere to.
- The desire to have a multi-year calendar, to have that posted in November and approved in December.
- Calendar development challenges based on the year - noted Election Day is a holiday in the current school year calendar.

There were comments and/or questions on the following related to the development of the school year calendar:

- Understanding from a timeline perspective - when to survey students and the community from a process perspective to incorporate feedback received.
- Indigenous People/Columbus Day
 - Pros and cons of making that an educational day, as well as adding it back as an instructional day.
 - What are the contractual and financial ramifications of doing so?
 - Adding this as a day vs. taking it from the end of the year - balancing of semesters.
 - The value of having students in class on that day to learn about history.
- The first day of school feedback from parents and the controversy - depends on the level of students. Parents with younger kids tend to want to start later, and those with high school students prefer to start earlier. Do not know how to solve this.
- Balance of semesters - the number of days in first vs. second semesters (at the HS level).
- Testing days - how many actual days of instruction are we losing?
- Parent Teacher Conferences - lost days; count as in-person school days even though students are not in class. Is there another way around this? How do families feel about how conferences are done, especially those with younger children?
- The process and getting input from all (teachers, parents, administration); sending out a survey.
- Developing a multi-year calendar
 - May learn some things from the first year that need to be applied to the second year.
 - The benefit of a multi-year calendar for staff and family planning purposes.
 - The practical reality of having a conversation in November for the following year's calendar.
 - Looking an additional year out gives some flexibility.

- Point of consideration - getting feedback from the different park districts on the days they are doing camps (on scheduled non-attendance days for students). This is important for parents of younger children.
- IHSA and calendars - athletics/band when the start date is early.
- The compelling Board interest that drove the calendar the last couple of years was the issue of completing the first semester before winter break. This was done with student wellness in mind. The Student Ambassadors from both high schools weighed in with feedback on this topic:
 - WWS - talked to 50 students, with the heavy majority in favor of having final exams before winter break; unnecessary stress during the break if the semester ends after the break with no relaxation time for students.
 - WN - easier for students and teachers to have finals before winter break; a fresh start after winter break with all grades finalized; this group has experienced both ways - scores are better now; 100% of the WN Ambassador committee like the semester to end before winter break; free from school for a few weeks; compress the AP courses; more time to review for AP tests in second semester.
- No matter what is decided with the calendar, it cannot make everyone happy.
- Can do anything with the calendar but cannot do everything - some of the pieces will have to have balance.
- For the start date, Columbus/Indigenous People Day, and Thanksgiving Break, should we have an update/progress report before the calendar is posted?
- The goal is for the Board to be voting in November to post the calendar. This does not mean you cannot tweak the calendar based on feedback once it is posted.
- If we are considering adding content (creating content, rolling out content, training), would like to know how much work that entails from a curriculum perspective.

CAC Agenda Topics

The CAC Bylaws include language relating to the establishment of agenda topics for the year. The agenda for each meeting is established by the Chair and Vice-Chair during monthly planning meetings with the Superintendent. Agenda topics can come at the request of the Board of Education or through committee member requests or feedback. Board Members were asked to bring any feedback on potential CAC Agenda items to the discussion. The feedback from the Board, along with feedback from CAC Members, will help to frame a discussion at the next CAC Meeting to prioritize topics for the 2024-2025 year.

The board provided potential CAC topics/ideas on which to obtain community perspective, including the following:

- Finance and the priorities in financing.
- In the last few years, CAC has had more applicants than positions available - what do we do in that situation? Is it okay to exclude people who have an interest? Shorten terms?
- Student mobile device policy at various grade levels.
- Technology strategy - devices are coming up for renewal. Do we maintain a 1:1 environment for all grade levels? How will the strategy we land on impact educational outcomes?
- How do we educate the school community and the broader community on how to interpret school report cards, 5Essentials, and other key metrics?
- Safety and security features - what they think about the different things out there.
- Full-day Kindergarten.

BOARD COMMITTEE REPORTS

Board Facilities Committee

The Board Facilities Committee met on August 30, 2024. The meeting notes were attached to the agenda item. There was additional information on the three topics discussed:

- The potential intergovernmental agreement with the Carol Stream Park District about playground work at an elementary school; the pros and cons and potential cost.
- The traffic analysis of three of our middle schools (Edison, Franklin, Monroe) conducted by the City of Wheaton; received some good information that would help inform should we get deeper into the design process pending the outcome of the referendum vote. This is good information to have in our files.
- The potential referendum project schedule and the opportunities to consider compressing the schedule to do more summer work. This is contingent on the decision by the community in November.
- Question/comment on the trend of increased projects in the overall market - any change in that, or is it still on track to be higher than normal? Noted the importance of how you package the work in a way that would be desirable to those that want to bid; some strategy around that to potentially achieve best results.

Board Finance Committee

The Board Finance Committee met on September 5, 2024. The meeting notes were attached to the agenda item. There was additional information on the following:

- The committee meeting was entirely focused on the budget and was covered in the earlier action item. There was nothing additional to report.

Board Human Resources/Policy Committee

The Board Human Resources/Policy Committee met on September 9, 2024. The meeting notes were attached to the agenda item. There was additional information on the following:

- The committee reviewed the recent issue of PRESS 116.
- The committee will revisit one of the policies and the others will be posted on the October Board agenda.

OTHER REPORTS FROM BOARD MEMBERS

- The IASB Resolutions Committee has met, and the resolutions will be released soon. Once received, the topic will be placed on a future agenda. As a reminder, the resolutions will be discussed at the Delegate Assembly during the Joint Annual Conference in November. Board Member Hjerpe will represent the Board/District as our Delegate.

WRITTEN REPORTS

Monthly Financial Reports

FOIA Report

Board Communication Log

Citizens Advisory Committee (CAC) Report

Teacher, Administrator, and IMRF Compensation Reports

TOPICS FOR FUTURE DISCUSSION

State of the Schools Overview

Illinois State Report Cards

There was a request to add the following topic for future discussion:

- CAC membership/term limits

NEXT REGULAR MEETING

October 9, 2024, 7:00 PM, Johnson Elementary School

ANNOUNCEMENTS

September 14, 2024, Coffee with the Board, 9:00 AM, School Service Center

September 25, 2024, Committee of the Whole, 7:00 PM, School Service Center

ADJOURNMENT

MOTION

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

The motion carried 7-0.

The meeting adjourned at 9:20 PM.

Dave Long, Secretary

Rob Hanlon, President