

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 20, 2024, 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 21, 2024
4. Discussion on District Operating Procedures and Crisis Response
 - i. PREPaRE and Incident Command Model
 - ii. District Control vs. Building Control
 - iii. Communication with parents and community
 - iv. Social media impact with the broader community
5. Continued Discussion from February 21st Meeting Topics
 - i. Student Behavioral Interventions and SEL
6. Update on Middle School Facilities Projects and Plan Development
7. What is the Buzz?
8. Adjourn



Rob Hanlon
Board of Education, District 200



Superintendent of Schools, District 200

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Citizens Advisory Committee (CAC)

March 20, 2024 - Meeting at SSC

Call to Order

- The meeting was called to order at 7:01 p.m. by CAC Chair G. Biziarek.
- This meeting was conducted in the BOE Room at the SSC.
- 30 CAC members were present for the meeting; 6 members were absent.
- Others present: Supt. Dr. Jeff Schuler, Asst. Supt. Dr. Chris Silagi, Asst. Supt. Mr. Matt Biscan, Director of Communications and Community Engagement Alyssa Barry, Board Members Julie Kulovits and Dave Long.

Public Comment

None

Approval of Minutes from February 21, 2024

- Motion to approve the minutes: N. Mead; second: M. Kolisch. All in favor.
- The minutes of February 21, 2024, were approved.

CAC Membership Subcommittee

- CAC operates consistent with the requirements of the Open Meetings Act, and we follow all obligations inside of OMA - post meetings, take minutes that are approved by the committee (CAC).
- Timeline - The minutes are approved by CAC at a meeting the month following the meeting date, then the minutes go to the BOE - they are posted on the board agenda and posted on the website following the Board meeting. A community member filed a complaint with the Public Access Counselor (PAC) - violating OMA by not listing by name who is present and not present at meetings. The PAC dismissed the complaint without investigating it. Going forward, we will indicate the number of CAC members present and absent to ensure we have a quorum. The roster is posted on the website. The roster is approved by the Board every June.
- Applications have been coming in for 2024-25 CAC members. We do have more applications than open seats, therefore there will be a membership subcommittee to review membership applications and provide a recommendation to the Board.
- The subcommittee will be responsible for looking at applications - email Dr. Schuler by Friday (3/22) if interested in being on the subcommittee to review applications for 24-25 to recommend to the Board.
- The chair and vice-chair will look at the list of those interested in being on the subcommittee and choose a total of five to seven people (including themselves) to participate in the subcommittee.
- Applications will be reviewed by the subcommittee members ahead of the meeting and last year only one meeting was required because of the homework that was done in advance.
- Applications from across the district have been received, but want to make sure the subcommittee understands the priority attendance areas.
- Open seats for next year - at least seven (four rolling off due to 5-year max and 3 others have indicated they will not return); have received fourteen applications to date. There are three priority attendance areas based on returning members (Emerson, Lincoln, and Johnson). Currently, we have multiple applications for Emerson and Lincoln but do not have any from Johnson. Asked CAC members to spread the word.

Discussion on District Operating Procedures and Crisis Response

i. PREPaRE and Incident Command Model

ii. District Control vs. Building Control

iii. Communication with Parents and Community

iv. Social Media Impact with the Broader Community

- Dr. Schuler shared context for the discussion tonight - the function of CAC and what we try to do, noting three different things: 1) when appropriate, convey or share information, 2) hear feedback from the committee or the community around topics we have identified, and 3) not as often, but engage in a conversation on solution-seeking together. Will do all three of those tonight through the meeting.
- Want to bring some clarity around some information, get some feedback from the group on some aspect of the information, specifically communication, and to the degree we can, inside of the parameters we operate in, convey and share information that aligns with need. The admin team is asking for help on an aspect the District does not have complete control of, but collectively we can.
- Crisis management and approach in crises. This is not specifically about a situation; not in response to a situation (WWS), but talking about crisis situations in general that can cross a whole barrier of situations.
- CAC Chair - taking the pulse of the "What's the Buzz" section, and making sure we are not just hitting on crisis incidents, but understanding district control and how things are done, for both the positive and the negative. Helping the public be more educated on policies and procedures in place during both the good times (the possibility of piggybacking from a good thing happening at a building) and challenging times/crisis situations.
- Context was provided which has impacted this topic over time. In D200, going back to 2005-07, the district allowed for a lot of local, site-based control. There was a period when teachers had more curricular control, as well as resource control in a classroom. Over time that changed, noted Common Core and NCLB, and some things that changed as a result. Common curriculum and experiences. On a trajectory at this point. Fast forward to 2020 - in March, we went overnight to a very centralized point of decision within the district. Quickly moved to a centralized process during the pandemic. Almost overnight, centralized operational practices and curriculum practices. Adopted resources quickly. Did a couple of things - centralized point of control on decisions and communication. Took an organization that had a number of structures and flattened it quickly; a lot of people talked directly to the Board and Supt. As we move back from that experience, some points of clarity are needed around what is district-controlled, building/site-based, or teacher-controlled? Some of it has evolved. Common, consistent resources have benefited the student learning experience. Going to talk tonight about that responsive piece - what is district controlled, what is building controlled, how is that decision made, and what framework is used as a guide?
- Incident Command and Communication Presentation (provided by Mr. Biscan, Dr. Silagi, and Ms. Barry).
- 3 Guiding Questions
 - What is our framework for safety and crisis response?
 - What events lead to district-level support as opposed to building-level support?
 - How are communication protocols determined and delivered?
- School Safety
 - People - strong and positive relationships, trusted adult, see something and say something (effective way for students to communicate something seen or heard)

- Systems - Thrillshare (website/mass notification tool), visitor management system (Verkada) uniform through the district, reporting system for threats to self and others (at every building), behavioral management intervention, PREPaRE (one uniform system), safety protocols for everyone to follow
 - Policies - BOE - operational, awareness/prevention & education, drills, District Safety Committee (overarching team; police and fire are part of this)
- Framework for School Safety, Prevention and Recovery: PREPaRE model - comprehensive safe school and crisis response plan. PREPaRE allows us to put it under one model, common language is used for school safety.
- Why PREPaRE model? - Comprehensive framework, incorporates foundational work from Homeland Security, Readiness and Emergency Management for Schools, Incident Command System developed by National Incident Management System, provides us with a system of common language and post-crisis support.
- PREPaRE model is rooted in best practice.
- Who in the District is certified in PREPaRE? - Certified Trainers in the District (Psych and Social Work Chairs in D200), District Administration and Support Staff, School Administration, and School Support Staff/Student Service Members.
- Crisis Definition - Event that is perceived to be: extremely negative, uncontrollable, and unpredictable (it is important to reiterate the central role of the individual's crisis event perception. Google definition includes: 1- a time of intense difficulty, trouble or danger, 2- a time when a difficult or important decision must be made).
- The model provides post-crisis trauma support.
- Crisis Examples (threat involving a weapon, student death, student fight, natural disaster, community emergency, bus accident, student medical event, biological hazards) and Levels of Response (regional-level, district-level, building-level, and minimal).
- The PREPaRE Model
 - P - Prevent and Prepare for crisis
 - R - Reaffirm physical health & welfare, and perceptions of safety & security
 - E - Evaluate psychological trauma risk
 - P - Provide crisis interventions
 - a - and
 - R - Respond to mental health needs
 - E - Examine the effectiveness of crisis preparedness
- Evaluating psychological trauma risk is something that is unique to this model.
- A key component to being a continuous cycle - examine the effectiveness of crisis preparedness continuously.
- The 5 mission areas of preparedness:
 - Prevention - avoid, prevent, or stop crises
 - Protection - safeguard against crises
 - Mitigation - lessen impact, reduce damage
 - Response - reduce traumatic stress, stabilize, assist
 - Recovery - return to pre-crisis function, restore
- Goal - getting students and staff back to their routines and pre-crisis functions.
- 3 levels of support/response (Social Support, Psychological Education, Psychological Intervention) when an event happens - 1) can we reestablish social support? Want to be conscious not to over-intervene. This can be traumatic for kids. 2) psychological education (teachers prepared with information; classroom scripts; how do we respond to students that show that they are in crisis?) 3) psychological interventions (wrap-around pieces in a crisis).

- All of our buildings have people who are trained in this model.
- 2nd guiding question - What events lead to district-level support as opposed to building-level support?
- ICS - levels of response - Crisis Event Type + Impact Upon: Individual, Group, School, Community = Unified Command Team (Building-level ICS Team, District-level ICS Team, Community Responder ICS Teams (fire, police, etc.) and the four levels (regional, district, building, minimal).
- Examples provided of building-level response and district-level support/response.
- Risk of harm assessments that every building is equipped with.
- Guiding question 3 - How are communication protocols determined and delivered?
- Families will receive a communication when: there is a potential risk or threat to the safety and security of students and staff; students may be impacted by a situation in the classroom, school, bus or nearby vicinity; there is a change to normal school operations that will affect students/families. Noted this is not a one-size-fits-all, but a general guideline. Every situation is evaluated and the process/steps will be adapted based on the situation.
- Information not included in emergency/crisis communications: student/personnel information (privacy issue); any information that could potentially impede ongoing law enforcement investigations; information is not sent to all families in D200 or a school if a situation is not considered to be a safety threat or disruption to normal operations beyond a certain classroom, bus or grade level, but is only sent to the families of students in the identified classroom, grade or bus - do not want to overcommunicate and cause anxiety in the community.
- Mass communications review process:- in most emergency/crisis communications, the information and communication is reviewed by: the Director of Community Engagement and Communication, Principal, Local Law Enforcement/Public Info Officer, Superintendent, and Senior Leadership Team Members.
- Social Media - community social media groups/pages; be cautious of spreading inaccurate info/rumor mill; negative/false discourse impacts student/staff morale; student ambassador feedback.
- In a crisis situation, the efforts are to contain/manage the crisis and return to normalcy as soon as we can; to make sure we are communicating as openly and as accurately as we can. Social media can at times make things spike and take us back into a crisis spiral. The challenge - it works counter to PREPaRE model. Practical reality - the district is not in all of the social media spaces to monitor.

There were questions and/or comments on the following:

- PREPaRE model - The district had two people get trained last year and are in the process of training administrators and school support staff.
- Employment screening/background check procedures for 3rd parties/outsourced services like ABM - meeting the same screening requirements is part of bid specs and built into contract language with the District. The District receives verification that all employee screenings have been completed and knows the results if there are any issues. Is anyone pulling random employees of 3rd parties and auditing the results? The ROE Regional Office of Education does a compliance audit of the district every five years and one component of the audit process is they do audit random contracted employees.

- Gaggle:
 - Response time when an alert is received from Gaggle on a student threat to harm themselves or to harm others.
 - Gaggle is a student safety software service through Google; anything housed in Google Drive is subject to Gaggle; monitors student activity for concerning content.
 - Each building has staff members who receive alerts if they are flagged by Gaggle; Mr. Biscan is on all of the buildings' lists to contact. Emails are sent, but if it rises to a level of significant threat, calls are made. There is a phone tree for every building. This may involve calls to law enforcement to intervene, or staff themselves may intervene.
 - Gaggle watches for keywords and phrases that would necessitate a response in safety from the school/district.
 - The response time if this happens during the school day vs. after hours.
 - There is a team of people at Gaggle reviewing and monitoring content.
 - The nature of the response (send an officer, call a parent, etc) is dependent on the specific threat.
 - If it is a phone call response, it should be immediate. They will keep calling (Gaggle) until they reach someone if there is an immediate threat of harm.
 - Gaggle monitors anything inside Google Suite; do not monitor students' personal phones. Anything in a student's district-issued account, is subject to Gaggle.
 - Student threat to harm themselves or others - work in tandem with the police if a threat is known.
- Timeline for a mass communication to be sent out during an emergency - the first priority is always making sure people in our building(s) are safe; all hands on deck to ensure safety. Must first control what is happening in the building before sending out a mass communication; Want to ensure we have all of the information we need before we communicate.
- Feedback and Questions for the table groups to review and discuss:
 - Do you have clarity on our level of support when a crisis event occurs? If not, what feedback do you have or clarity do you need?
 - What is important to you in a communication following a crisis event?
 - How can you help partner (with the District) in addressing rumors and potential misinformation on social media?
- Appreciate the groups trying to capture some feedback on the sheet, will be sending out a Google form to the committee members and use that to communicate the feedback back to the District; will use the feedback to frame out follow-up, clarifications needed, or questions asked that we need to work on together.
- Shared question/feedback on last month's AI (Artificial Intelligence) presentation. Will send out the electronic version to the group on questions asked to Jason and the responses.
- April CAC meeting - will circle back to part of the conversation from tonight; great questions asked; continue to see how we work together to keep ourselves from escalating in places we do not need to escalate; Not an effort to minimize any crises.

Continued Discussion from February 21st Meeting Topics

i. Student Behavioral Interventions and SEL

- Did not get to this agenda item.

Update on Middle School Facilities Projects and Plan Development

- Did not get to this agenda item.

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

- Measles - parents being notified if a child is unvaccinated and there are measles cases in the school, a student has to isolate for 21 days; no uniform letters are going out from the different schools; not a plan for isolation. Confusion about what protocols are for this.
- MS boys volleyball - the students loved it, and parents were enthusiastic. Thank you to the District.
- A safety situation at a bus stop (caused by a neighbor) - the immediacy of the response of the office staff and the principal at Whittier, and central office staff to get the bus stop relocated was great. Grateful for how quickly the response was and want to publicly thank everyone.

Adjourn

There was a motion to adjourn: K. Gillenwater; second: R. Perona. All in favor.
The meeting was adjourned at 8:32 p.m.