

# Community Unit School District 200

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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, April 21, 2021, at 7:00 - 8:30 p.m. This will be a Virtual Board Meeting through Zoom. This webinar can be accessed by joining the following link:

<https://cusd200-org.zoom.us/j/88179248307?pwd=SEVDVhMcGVidEIPajV2Uy9Sd1Nsdz09>

The agenda of the meeting is as follows:

1. Call to Order
2. Public Comment
3. Approval of Minutes from March 17, 2021
4. Discussion of Culturally Responsive Teaching Standards
5. Review and Feedback of the Elementary FLES Program
6. Review and Feedback of Federal Relief/Grant Programs
7. 2020-2021 CAC Feedback and Interest Form
8. What is the buzz?
9. Adjournment



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Brad Paulsen, President  
Board of Education, District 200



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Superintendent of Schools, District 200

Community Unit School District 200 is subject to the requirements of the Americans with Disabilities Act of 1990, as well as Section 504 of the Rehabilitation Act of 1973. Individuals with disabilities who plan to attend this meeting and who require certain accommodations in order to allow them to attend and/or participate, or who have questions regarding the accessibility of the meeting or the facilities, are requested to promptly contact the School District's ADA/Section 504 Coordinator at (630) 682-2000. TT/TDD Service is available through the above number.

**Citizens Advisory Committee**  
**April 21, 2021 - Virtual Meeting via Zoom**

**Call to Order**

- The meeting was called to order at 7:01 pm by Dr. Schuler who turned over the meeting to Vice Chair of the committee Debbie Diesing.
- This meeting was conducted through Zoom due to social distancing.
- 24 CAC members were virtually present.
- Others virtually present: Superintendent Dr. Jeff Schuler, Director of Community Engagement and Communications Erica Loiacono, Board of Education Vice-President Chris Crabtree.

**Public Comment**

- None

**Approval of Minutes from March 17, 2021**

- Request by member Harold Lonks to modify the minutes and insert the full name of Mary Yeboah into the minutes as the member who presented information on the Culturally Responsive Teaching Standards at the February meeting.
- Motion to amend the minutes as presented: H. Lonks; second: S. Howington; All in favor.
- Minutes of March 17, 2021, were approved as amended.

Dr. Schuler welcomed the group and thanked them for their time and participation in the committee this year.

**Discussion of Culturally Responsive Teaching Standards**

- Dr. Schuler sent the actual text of the culturally responsive standards out to the committee after the March CAC meeting so they would have an opportunity to be reviewed. It was noted the standards were put in place for higher education. In terms of D200, those are not standards for K-12 education. The D200 Board of Education would not do anything specific with these culturally responsive standards.
- The work that is specific to District 200 is part of the equity plan that was shared at the previous meeting.
- Wanted to bring back for any additional thoughts, comments, questions or observations.
- Request to talk about the standards was brought up by a member two meetings ago as we were closing out the meeting in the "What's the Buzz" portion of the agenda.
- There were comments on the following:
  - The standards do not distinguish between what was morally appropriate and politically motivated. The new standards appear to be based on political ideologies.
  - It was noted that it was proposed and rejected in the IL senate. The intent of what they wanted to do was clear - teaching the ideologies to K-12 students and make it mandatory. Feels this is inappropriate.
  - The standards dismissed the progress that has been made over the last decades with regard to racism and equality.
  - The current programs in the District on diversity and inclusion are appropriate and the District has done a great job on this.

- Standards initially targeted higher learning - the next generation of teachers will be taught this ideology and they will eventually bring it to the K-12 education level.
- The standards bypassed the role of parents to decide how, when and where these issues are addressed.
- Takes time away from core teaching programs.
- Concern if we wait to challenge these standards, it may be too late to influence them.
- We should study these standards now and understand their implications.

### **Review and Feedback of the Elementary FLES Program**

- The presentation on Spanish Language Arts that Asst. Superintendent Melissa Murphy and the team provided to the Board of Education at the last meeting was sent to the group prior to this meeting. A little bit of context: There were a new set of Spanish Language Arts Standards that came out from ISBE (IL State Board of Education) which define the goals and curriculum in bilingual programs.
- English Learner programs vs. Bilingual programs (dependent on the size of target population in the second language)
- At the same time new standards were being developed, a group of parents came together and expressed interest at a few Board meetings in a dual language program. Background on this option was provided. A committee in D200 came together (included staff and parents) to study all of the models and options regarding the Spanish Language Arts Standards.
- The recommendation was brought to the Board to start the Dual Language model next year at two of our Elementary buildings - Johnson and Pleasant Hill. This model would start with first grade students. The standards and model were posted for 30 days and are slated to be approved at the next Board of Education meeting in May. Questions from the Board - is this a model that could be offered/implemented across all of our elementary schools?
- The long-term goal would be to develop multilingual students that could move through to the Seal of Biliteracy at the HS level.
- Dr. Schuler asked for feedback on that topic/program - the potential of the dual language program scaling from two sights to all elementary buildings. Is there interest in the community for the scalability of this program? There were questions and/or comments on the following:
  - Clarification on scalability within the two identified buildings - year one would be for first grade students, year two would be for first and second grade students, etc. and would progress through the grade levels.
  - Monolingual in the United States vs. other Countries that are multilingual.
  - Learning other languages is part of the education process - so many benefits for students if they can start learning additional languages earlier. Great that we are at least exploring this and building this into our system.
  - Experience with a family that has participated in this program in another district. Great opportunities come from this experience.
  - Clarification as to how this program will work - will be taught to all students at that grade level at both of the identified buildings.
  - The benefits of this program and how it will work for all grade level students and identified bilingual students that will receive direct support. The program will build

academic vocabulary for the identified multilingual students, while exposing language experience to all students at that grade level.

- By starting this program in elementary, we will be setting up our kids, graduates and our District for putting out successful kids who will have additional opportunities from being bilingual.
- Learning languages through exposure - the earlier it happens, the easier it is to learn it.
- Great opportunity for students to know and understand the experience of learning another language.
- Would there be a programmatic difference in implementing FLES in a school where there is high bilingual population vs low bilingual population? The need to use the language and the experience for language acquisition; the right population to sustain dual language in the long term; not just being exposed to the language, but having opportunities to use the language. There is more of a multilingual population in those two buildings (Johnson and Pleasant Hill) to start. The challenge comes in - equity issue for buildings that have stronger opportunities to provide this opportunity to students; bridging that gap for all students
- As the program is implemented, wanting to make sure the opportunity leads to the efficacy and leads kids toward that path in language acquisition/utilization.
- The unique opportunity to implement the program and simultaneously study the scalability of the program at the same time.
- Impact of multilingualism on the culture and environment of a school.
- Speaking and communicating the language vs. reading and writing in the language as this relates to the levels of language acquisition and grade level curriculum. As you build toward the Seal of Biliteracy at the HS, it is beyond just the oral language and more of the whole language skill set.
- Will there be a level of competency/standard associated at each level? Yes.
- Testing at levels to measure the impact of language acquisition - not state testing, but a D200 level of assessment of the language acquisition.
- There would have to be multiple entry points at the MS level to accommodate for the different elementary building students, move-in students at different points, etc.
- Heritage Spanish Program at some MS buildings.
- Need to genuinely build toward the target identified - language acquisition and multilingualism. Would impact all of the way up to the HS level for other language opportunities for students.
- Would other languages be considered or would it only be considered for Spanish? Right now, Spanish is our only bilingual language program in the District. There is potentially a bit of challenge point as you expand significantly - how do you structure the school experience, class experiences? Things to think about and study.
- Comment to put the resources in and develop this well and start small.
- There is some research supporting that once you have learned one language, taking on additional languages becomes a bit easier.
- Will this put the other languages that we offer in our schools at a disadvantage? What is the cutoff academically to obtain the Seal of Biliteracy? SAT, ACT minimum? Hope these two things are in consideration as we plan out this program.
- Are there other districts around here that are doing this to look to for guidance? Dr. Schuler noted that both Dr Limaris Pueyo and Mrs. Melissa Murphy are utilizing networks (they did

as part of the original study as well), and identifying other models and looking at other examples.

- Will there be a consideration of moving the foreign language coursework at MS level from 8th grade to 6th or 7th grade? This would have to be looked at as part of the long term progression. Short term - would have to look into this.
- Confirmation of the plan - at the beginning of this coming school year, the program will be initiated at the two highest spanish bilingual populated schools (Johnson and Pleasant Hill). The following year, that will matriculate up by grade level at those two schools. The path of study that got to the last board meeting got to the two bilingual elementary school sites. Where we go in terms of potentially scaling to other sites, is conversation to be had. Bringing into conversation of this group was to explore the initial response of expanding this. As we are looking at this, want to make sure there is genuine interest, as well as looking into the resource cost at the staffing level, implementation cost, before moving deep into the study.
- Will there be a plan in place for those that are interested in transferring into these schools to participate in the dual language program?
- The equitability in selecting those two schools for the program.
- The messaging when communicating the program and sites chosen to the community.
- Dr. Schuler commented on permissive transfers and interest in this program and potential challenges. There is an absolute need and absolute imperative to support our multilingual population. If the program does spark passion and interest beyond, that will be helpful in the analysis. There is permissive transfer opportunity within the district, but cannot guarantee approval, but opportunities do exist.
- Dr. Schuler thanked the committee and appreciates all of the feedback.

### **Review and Feedback of the Federal Relief/Grant Programs**

- Dr. Schuler shared information that will be on the April COW Board of Education agenda.
- There have been three different Federal Relief programs this year: ESSER 1 (passed at the very beginning of this year), ESSER 2 (was passed at the midpoint of the year), American Recovery Plan (was passed just recently).
- The way that all of the Recovery Grant programs work - federal allocations that come to state and distributed by state via the Title 1 formula. (making sure dollars get distributed on a needs based formula based on the student population you are serving).
- Esser I - represents a little over \$1 million that the District received at the beginning of this year. That money was targeted and allocated this year - was used to purchase chromebooks that moved the District to a 1:1 environment, online curriculum resources were purchased to operate in both the in-person and virtual experience, used to pay for some of last summer programming.
- Esser II - this is four times the amount of Esser 1, or about \$4.1 million to the District.
- American Recovery Plan (ARP) - about two times the amount of Esser 2, or a little over \$9.1 million to the District.
- The last two (ESSER II and ARP) - have access to the dollars over the next 3 fiscal years - the significance of that - the one time dollars and revenue sources (ESSER I) - a question is how are you going to support that opportunity in the following year(s), particularly if it has been impactful? The fact that the District has the ability to spread the resource out over three years, allows the District to think a little more broadly.



- Create priority criteria of where we want to create use of dollars. 6 criteria identified and have begun to think through (broad sense of the priorities):
  - 1) Full-time return to school for 2021-22. (intentionally not saying we want to go back to normal. We have learned things through the pandemic year).
  - 2) Learning Acceleration Plans - Anticipating there may be some circumstances where students need to continue to learn remotely (medical need or exemption), therefore need to support a Virtual Academy (VA) experience in the fall; return reading and math intervention, PACE, Library resource, classroom resources - all to support students the way that we were.
  - 3) Social Emotional Learning Supports - identify any of the SEL resources needed; referenced HS Emotional Wellness Coordinators - looking at scaling this position to MS level. As students return in the fall - student connectedness will be critically important as we reconnect students to the school environment. Looking at activities, clubs and programs outside of the school day to do this.
  - 4) Technology - needing to continue support of technology - built a network and infrastructure to support.
  - 5) Curriculum materials - needing resources to support work.
  - 6) Facilities - capital improvement allocation on HVAC (just over \$2 million of our \$7 million capital allocation will be spent on this).
- Will begin working with the board next week on the specific detail as to how to support the above areas.
- The floor was opened up for questions and/or feedback on the areas identified:
  - Loved the SEL aspect.
  - Excited about HVAC - seems relevant.
  - All sounds great.
  - Appreciate focus on acclimating kids back to the buildings and extra catch up for summer and beyond for students.
  - Orienting kids to new settings if transition years (new to MS or new to HS) for those particular levels.
  - Learning acceleration this summer - virtual or in-person? A bit of both and will be mapped out and targeted by need. Some students will need intense intervention and support; less needed for others. Will be happening in multiple modalities.
  - HVAC - already in budget, use of dollars? Allowing us to do things we could not do. Dr. Schuler noted the capital projects were identified in the priority plan for capital improvements from the beginning of the year; referenced four-year ramp plan after 2017 failed referendum and the \$7 million a year allocated for capital improvement out of the budget - at a place in the upcoming year where we are one step from the top of the ramp (\$1 million coming from fund balance and \$6 million from the budget). This will allow us to tackle the \$7 million out of our budget.
  - The District is not caught up on capital improvements though we are significantly closer to where we need to be. The 2017 referendum and what has been done since that time - Early Learning Center, Safety and Security/Secure Entries. The substantial MS projects and improvements that are needed have not been done and were noted. Not drawing on fund balance may provide us with some future flexibility to use bigger chunks for some of the bigger MS projects. Starting in this upcoming levy, our annual bond and interest portion of the levy now starts to drop every year. There are only five years of any kind of bond and interest debt remaining.

- The District and Board backed down portion of registration fees and backed down technology fees 50%. As we are supporting expenditures through grants, trying to provide a little relief to our families as well.
- Title 1 designated schools - Referenced this as to how the overall district allocation was received. Comparison to IPSD 204 (Indian Prairie School District in Naperville) - they are about three times our size in student enrollment, but their allocation through these relief programs is less than 50% of our District because we have a significantly higher low income population.
- Returning math and reading positions, LLC directors to buildings - will be getting those positions back in our buildings. Important positions to be returning to buildings.
- Summer opportunities will be for all levels (elementary, MS, HS). This information will be forthcoming - bridge opportunities.
- Want to be sure we are very transparent about what those dollars are and how we are using them, how they are supporting our students.

### **2020-2021 CAC Feedback and Interest Form**

- The importance of people feeling safe to dialogue in this committee, even when there are difficult topics to discuss. What are our concerns for our children going forward and what happens when we cannot talk to each other about those concerns? Grounding our conversations on what brings us together; showing respect and understanding for all; finding a way to be fully human in the space of CAC.
- The implications of Zoom/virtual environment on CAC this year. It is not the ideal format for the committee this year, but glad we had the opportunity to come together and have conversations.
- Dr. Schuler noted the District has historically ended CAC meetings in April. We are butting up to the end of the school year; getting ready for a lot of end-of-year opportunities. A question was asked if the committee could meet in May? Do we have enough people to meet in May?
- Potential agenda item(s) for May - not determined at this time, but certain we would have a productive topic to discuss and engage in conversation.
- The majority agreed to meet in May - May 19th.
- Dr. Schuler will hold off on the CAC interest form. In anticipation of the last meeting, please put thought into whether you are interested in returning. Some will fall off due to the maximum five-year membership. There appears to be considerable interest from the community in the committee for the fall.

### **Adjourn**

Motion to adjourn: J. Castino; Second: S.Jahns; All in favor.

The meeting was adjourned at 8:36 pm.