Community Unit School District 200

N O T I C E
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, February 21, 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 – January 17, 2024
4. CAC Membership 2024-2025 Update
5. 5-Year Finance Forecast Update
6. Discussion on Technology, AI and Hot Topics for 2024-2025
7. Discussion on SEL and Student Behavioral Interventions
8. What is the Buzz?
9. Adjourn

Rob Hanlon
Board of Education, District 200

Superintendent of Schools, District 200

Citizens Advisory Committee (CAC)
February 21, 2024 - Meeting at SSC

Call to Order
- The meeting was called to order at 7:02 p.m. by CAC Chair G. Biziarek.
- This meeting was conducted in the BOE Room at the SSC.
- 29 CAC members were present for the meeting; 7 members were absent.
- Others present: Supt. Dr. Jeff Schuler, Asst. Supt. Dr. Chris Silagi, Executive Director of Innovation and Technology Jason Spencer with Staff Lee Cook and Kaitlin Kohn, Director of Communications and Community Engagement Alyssa Barry, Board Member Erik Hjerpe

Public Comment
- None

Approval of Minutes from January 17, 2024
- Motion to approve the minutes: C. Dabovich; second: G. Aimonette. All in favor.
- The minutes of January 17, 2024, were approved.

CAC Membership 2024-2025 Update
- Per CAC bylaws, looked at the timeline for membership.
- At least five people will roll off this year as five years is the cap and would like to create opportunities in the community.
- If you are not coming up on the 5-year cap, but are not planning to return next school year, please let Dr. Schuler, Chair Greg B., or Vice-Chair Shana F. know that.
- Included in the bylaws, emphasize seeking applicants from under-represented schools. There are three elementary attendance areas with one returning member - would like to see membership applications for Emerson, Johnson, and Lincoln elementary schools. Please encourage people to spread the word. Working with building principals and PTAS to push this out as well.
- The District will push out the application on the website. Spring break is the application deadline.

5-Year Finance Forecast Update
- At the last CAC meeting, Dr. O'Keeffe spent time looking at the initial inputs for the 5-year projections.
- Copies of the 5-year financial forecast were provided to the table groups.
- On the operating side, we look ok for next year. Challenge points, look out a couple of years - other revenue elements that are going to shift. Do not have a doomsday budget scenario into next year. As the Federal dollars are rolling off in the upcoming years, the need to plan for some replacement options.
- This presentation is available on the Jan COW board agenda. We can return to this as we move into budget development
- Questions:
    - As we go into Spring, in years past some teachers who receive pink slips - will that happen? Will they get hired back? What is the basis for determining this? Every year there will be some amount of HR work that happens in April. Noted the reasons why staff members are released - includes things other than budget (teachers hired on a one-year contract, teachers on leave, and any part-time teacher - we generally

release and for the most part, rehire). By law, if you don't release them, you must automatically bring them back as whatever they were the previous year.
  - What do projections assume relative to the prospective bond issue/capital plan? That is not factored in, this is just on the operating side of the budget.

Discussion on Technology - AI and Hot Topics for 2024-2025

- Jason Spencer and members of his staff were introduced.
- Lee Cook and Kaitlin Kohn are two of our Instructional Technology leads; their positions became incredibly important during the pandemic when we had to shift an educational model overnight. This was done over a weekend when they had to recreate and design a model which is the core of the remote learning plan that has continued.
- Generative AI is going to be another revolution in the field of education. The information tonight is to provide information Until our adults fully understand it and think about impact from an adult workflow perspective, it is difficult to think how it is going to transform, assist, or challenge anything in the kid/student space.
- The goal tonight is to raise some curiosity and some questions and hopefully have everyone walk away with some additional pieces of information.
- Artificial Intelligence (AI) - Is the topic of AI avoidable or ignorable? It is not.
- A QR code was provided to collect questions as the presentation continues and will provide answers and resources at a later time.
- There are a lot of different emotions around AI.
- AI is evolving very quickly, it is hard to keep up with, and if a presentation were given in a month, it would look different than it does today.
- AI survey and checklist scale about the ways AI is incorporated into a person's life.
- Versions of AI include Google or Apple Maps, using spell check, etc., and are machine learning, which looks for efficiency and patterns to give an output. Generative AI - generating and creating things out of whole cloth specifically for you, which is a powerful tool.
- AI is already in our lives and has been for some time.
- AI quote from McKinsey & Company regarding the technological progress in the coming decade and how it will be more than in the previous hundred years put together.
- Shared a graph on how quickly technology evolves, and how we as humans tend to accept that change. There is a gap between the two. Our job as educators is to help narrow that gap. The bigger the gap, the more resistant we are to change, which also brings a level of fear.
- Comment noting the biggest fear related to this is data security (mentioned the Lurie Childen's Hospital data breach).
- AI only gets smarter with the data that we give it.
- Is AI smart? Sort of…
- 3-minute video played on what AI is. Asked the group to ponder three questions as they watched the video: What is AI? How does AI "learn"? What makes "Generative AI" unique?
- AI can learn and create new things, but needs tons of data and practice to be able to be any good. All ideas come from existing information that it has been trained on. Sometimes AI struggles with new information, with context, ambiguity, and nuance. It needs clear instruction and good examples to be good.
- AI learns and generates output but is still limited by the amount and quality of data it accesses. Human creativity and critical thinking are still important.

- You do want to pay attention to both types of AI because the more you pay attention to them, the more you are learning about them, and you can figure out how to adapt as tech continues to improve and advance exponentially.
- <u>Benefits and Cautions of AI:</u>
- Benefit - AI can generate content that is accessible and tailor-made.
  - Shared examples of prompts given to create a document. (text, Chat GPT)
- Caution - AI can generate content that has misinformation and errors - hallucinations.
  - AI predicts what it thinks the relevant outcome would be based on the combination of things it is seeing in your prompt.
  - May make you question why.
  - Generative AI tools - helps you see what it is good at and where it lacks.
  - Who owns the created image? Most AI tools now are saying it is yours if you created it. How are we going to adapt, copyright, and who has digital rights? A comment noted the U.S. PTO's Patent and Trademark Office) judgment - any generative AI content cannot be copyrighted, but anyone can use it.
- Benefit - AI can increase efficiency and reduce the workload of mundane tasks.
  - Shared a translation video using HeyGen video (takes videos and translates into over 40 languages). Noted the person in the video spoke in English, it was translated to Spanish, noting the facial features and mouth movements, which match the Spanish translation. It also clones the speaker's voice.
- Caution - AI can lull us into autopilot
  - If we rely too heavily on it, stop our thinking and creativity and any human essence put into the work or interactions we have).
  - Shared some article links related to this.
  - How can the human and AI work together to create a more efficient model of work and living?
  - AI creativity - imitating human behavior. AI does not think, feel, and is not creative - it predicts.
- While there are cautions, AI can be managed with careful introduction, with careful education.
- Critical thinking is so important, especially in the generative AI of today.
- <u>Comments/questions:</u>
  - The emergent properties of AI.
  - The impact on MS students and policies moving forward into next year? The thought this year was to get adults/staff at all three levels to have base-level understanding and work on the kid piece next. That is the first goal.
  - How do you prevent or should you prevent an HS sophomore from having a paper generated for him/her through AI? How parents can talk to their kids about AI. Think it has to be a conversation; there are ways it can and cannot be used appropriately.
  - If reading content or information, whether generated by a human or by AI, you should question it, and apply intelligence and discernment regardless of how you think it might have been generated - media literacy.
  - Image and video generation - the need to use critical thinking when viewing those as well.
  - If you get lost in attempting to set up the "you can or can't" arguments regarding AI, you lose sight of why you are doing whatever it is you are doing to begin with.
  - Free AI tools and why they are free - they need all of this information to train them, and then they go behind a paywall. Need to keep looking for the best resources; the

need for the District to get behind resources we are comfortable with kids will explore on their own and find tools the district may not agree with or support.

- Watched a quick video - 5 tips for talking to your kids about Generative AI. The more educated we can become as adults, the easier and more confident we are going to be talking to our young people about this topic.
    - Talk about both the benefits and the risks
    - Try out AI tools together
    - Discuss the biases in tech
    - Talk about plagiarism and cheating
    - Reach out to teachers for support
- If we are thinking about educating our young people about AI, which of the five tips do you feel is most important? Gave the table groups time to discuss.
- There is no wrong way to go about trying to educate yourself concerning AI.
- Logistical concerns around AI, and legal requirements for a school system in terms of what you put in front of students in a school setting (noted age restrictions, how much data AI tools create, etc.) This is related to why Chat GPT is blocked on district Chromebooks because of the other supplemental laws the District has to adhere to. A lot of these platforms are actively working on education-friendly versions of their tools.
- Provided the QR code for additional questions or comments. Jason and his team will provide answers to any questions and Dr. Schuler will make this available to the group.

Discussion on SEL and Student Behavioral Interventions
- Functions CAC serves for the Board of Education - in state-designated areas the requirement to have parent committees provide feedback on certain things. This includes the handbooks and for behavior interventions/wellness.
- Introduced Dr. Chris Silagi, Asst. Supt. for Student Services, who provided an overview on Behavioral Interventions and Wellness.
- Two Guiding Questions:
    - What does D200 do to ensure behavioral wellness for all students?
    - What does D200 do for students needing more intensive behavioral intervention?
- Behavioral Wellness - SEL framework
    - Creating and maintaining a safe school environment
    - School-wide guidelines for success
    - Effective classroom management
    - Proactive behavioral practices
- Foundational Classroom Behavioral Practices
    - Classroom expectations
    - Physical environment that is conducive to learning
    - Student-Teacher Relationships
    - Positive feedback and interactions (5:1 positive interactions to negative)
- When kids are bored, learning goes down and behaviors are increased.
- Foundational Behavioral School Practices (same thing but on a macro level)
    - School-wide expectations (common areas)
    - School safety (safety protocols)
    - Physical environment (hallways)
    - Teacher-student relationships (schools having a system to connect kids)
    - Positive feedback and interactions (continued the 5:1 throughout the day). (Noted the Ritz Carlton factor - within 10 feet, smile, within 5 feet, say hello).

- Shifting from All to Some...
  - Schools have teams that have qualified individuals to deal with student behavior - including Psychologists, Social Workers, Counselors, Behavioral Specialists, Emotional Wellness Coordinators, Special Education Teachers, Speech Pathologists, Occupational Therapists, Physical Therapists, Administration
  - Specific Training
- More Intensive Behavioral Intervention
  - Student discipline (or consequence)
  - Parent communication
  - Individualized student planning (different interventions - sensory breaks, direct teaching of behaviors, restrict common areas/greater supervision, positive reinforcement for targeted behaviors)
  - Noted student handbooks being used as a source
- Intensive Behavioral Interventions
  - Behavioral Intervention Plan (BIP) - what is a BIP?
    - Functional behavioral assessment (Behavior Specialist)
    - Identification of target behaviors
    - Detailed description of interventions to develop more appropriate behaviors
    - Motivators and positive supports
    - Methods for evaluation
    - Restrictive disciplinary measures
    - Parent communication
  - Instructional-level programming (special education programming)
  - Alternative placement
  - In extreme circumstances - timeout (separation from classmates for de-escalation, physical restraint (can only be used if a student poses a physical risk to self or others - reporting requirements are so stringent)
- Proactive Behavioral Practices
  - Camp Kinder (last year served 90 students) - when parents are completing Kindergarten registration, identify students who have either not attended preschool or if they did and have significant behavioral issues, qualify for this week-long camp with students before the school year begins.
  - ASQ - survey tool used with parents
  - Early intervention - Jefferson/MFS (100 students that attend preschool through an early learning collaboration with Metro Family Services partnership
  - Discipline review teams
  - Significant disruptions protocol
  - Programming - behavioral and decision making
  - Transition points
  - Professional Development (PD) - leadership teams, Tier I crisis prevention and intervention training, individualized training, PREPaRE
- CAC Reflection: (the group was asked to discuss with their table groups and record answers for each table)
  - In learning about our behavioral supports and interventions, what do you consider to be a positive?
  - What questions do you have?
  - What feedback do you have?

- For reference, the administrative procedure for policy 7:230 Misconduct by Students with Disabilities was provided.
- Question at the end about students at risk compared to ADK districts?

Dr. Schuler noted these were two topics with a lot of information - the very last page of the PP has the same questions, jot additional thoughts.

What is the Buzz? (What are people talking about out in the community)
- Student Chromebooks - when damaged, fees are assessed to parents. Noted even though the LLC staff are doing an initial assessment, once they get back to the shop, might find more damage and pass an additional charge back to the parents. Recommended everyone buy a cheap cover from Amazon as it will be cheaper than the repairs.
- WWS Speech team went to state, but they did not win.
- High School Basketball playoffs started today.

Adjourn
There was a motion to adjourn: N. Mead; second: J. Graham. All in favor.
The meeting was adjourned at 8:34 p.m.