

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, April 19 2023, at 7:00 – 8:30 p.m. at the Wheaton Warrenville South High School, 1920 S. Wiesbrook Rd., Wheaton, IL. The agenda of the meeting is as follows:

1. Call to Order
2. Public Comment
3. Approval of Minutes – March 15, 2023
4. Recognition of Five-Year CAC Members
5. Vision 2026 – Learning Acceleration Work Plan Updates and Feedback
6. Student Use of Technology – Update and Safety Discussion
7. CAC Membership for 2023-2024
8. What is the Buzz?
9. Adjourn



Chris Crabtree
Board of Education, District 200



Superintendent of Schools, District 200

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Citizens Advisory Committee (CAC)

April 19, 2023 - Meeting at WWSHS

Call to Order

- The meeting was called to order at 7:04 pm by Dr. Schuler/Chair Greg Biziarek.
- This meeting was conducted in the LLC at WWSHS.
- 25 CAC members were present for the meeting.
- Others present: Superintendent Dr. Jeff Schuler, Asst. Supt Melissa Murphy, Exec Director of Innovation & Technology Jason Spencer, Director of Communications Erica Loiacono, Board Members Chris Crabtree and Brad Paulsen

Public Comment

- None

Approval of Minutes from March 15, 2023

- Motion to approve the minutes: N. Mead; second: M. Martich. All in favor.
- The minutes of March 15, 2023, were approved.

Recognition of Five-Year CAC Members

- JS recognized those that have served on the committee for the last 5 years
- Appreciate the Time, support, energy, and feedback
- Recognized: Mia Martich, John Houlihan, Brooke Gennaro, Dan Kruse, and two others not present: Jennifer Castino, and Carey Bebar.

Vision 2026 - Learning Acceleration Work Plan Updates and Feedback

- At the beginning of the year, CAC spent the first couple of meetings looking at the dashboard, and some of the strategic plan commitments. We asked for feedback on some specific areas of the strategic plan, one being learning acceleration.
- Melissa Murphy, Asst. Superintendent of Educational Services provided an update on some of the key learning acceleration work plans for the District. As opposed to providing feedback, the main ask is for CAC to help carry some of the information out into the community. The update included information on the following:
- Academic Excellence Strategies Update:
 - Strategic plan and anchored in work of POG (Portrait of a Graduate)
- Three areas:
 - Implement Learning Acceleration Strategies and Programming
 - Design and Implement a Balanced Assessment System
 - Prepare Students for a Range of Post Secondary Opportunities.
- Implement Learning Acceleration Strategies and Programming:
 - Curriculum implementation framework
 - Multi-faceted approach to adopting curriculum materials
 - There are four phases to this: Phase I - Research, Phase II - Pilot and Select, Phase III - Prepare to Launch, Phase IV - Teach and Learn.
 - District 200 has had curricular work this year in every one of these four phases
 - Update on the Dashboard - showed how to access the Vision 2026 dashboard from the District 200 website (cusd200.org).
 - The District 200 strategic plan, dashboard, and strategies are on the website - all of the information is public and available.

- Adopt and support the implementation of resources in K-8 core academic areas that ensure high-quality instruction for all learners (75% completion - due to a few units remaining to be complete)
 - Implement Illustrative Math (IM) in Grades K-5 - (75% complete)
 - Accomplished: full implementation of IM with ongoing professional learning for staff
 - Other Work Projects Remaining This Year: continue implementing remaining units; review spring FastBridget and IAR data
 - Work for Next Year: review Tier II interventions
 - Pilot and Adopt a High-Quality ELA Curriculum for Grades K-5 - (75% complete)
 - Accomplished: selected two high-quality instructional materials and 50 staff members are engaged in a pilot of both materials
 - Other Work Projects Remaining This Year: staff will select one to recommend to the Board before the end of the school year; finalize year 1 implementation plans
 - Work for Next Year: support implementation
 - Engage in Collaborative Research to Begin the Curriculum Work in ELA and Social Studies for Grades 6-8 - (50% Complete)
 - Accomplished: ELA steering committee began work in Jan; Social Studies steering committee has been formed to review ISBE revised standards posted in March 2023
 - Other Work Projects Remaining This Year: finalize internal curriculum documents
 - Work for Next Year: support the implementation of IM
 - Pilot and Adopt a High-Quality Math Curriculum for Grades 6-8 - (100% Complete)
 - Accomplished: piloting two high-quality instructional materials; the Board adopted IM
 - Other Work Projects Remaining This Year: finalize internal curriculum documents
 - Work for Next Year: support the implementation of IM
- Design and Implement a Balanced Assessment System
 - Implement Effective Monitoring and Assessment Tools to Measure Progress for Academics and Social Emotional Needs of Students (50% complete)
 - Implement FastBridge Assessment System in grades K-8 - (75% complete)
 - Accomplished: K-8 students assessed using FastBridge in fall and winter; staff engaged in review of data and responded to student needs; parents received student results
 - Other Work Projects Remaining This Year: administer FastBridge in spring; review data for strategic planning for 23-24
 - Work for Next Year: continue to assess students 3x year, report results to parents, and utilize data for addressing student needs
 - Select and Implement a District Analytic Tool - (50% complete)
 - Accomplished: Board approved purchase of Student Analytics Lab Subscription; Vision 2026 data migrated to system; training for leaders has begun

- Other Work Projects Remaining This Year: continue to train staff; utilize analytics tool for the end of the year data dive with leaders
 - Work for Next Year: continue to support implementation
 - Develop a District Framework for Meaningful Classroom Assessment Practices - (50% complete)
 - Accomplished: the focus was on Classroom Assessments for IM
 - Other Work Projects Remaining This Year: continue to monitor the implementation of IM assessments
 - Work for Next Year: create a framework to define meaningful classroom assessment practices for all levels
- Prepare Students for a Range of Post Secondary Opportunities
 - Expand Dual Credit Opportunities and Transitional Math and English Courses (50% complete)
 - Expand Dual Credit Courses to Support Career Pathways and Other Early College Coursework Opportunities - (100% complete)
 - Accomplished: five additional dual credit courses for the 22-23 school year
 - Other Work Projects Remaining This Year: four additional courses are scheduled to be added in 23-24
 - Work for Next Year: six additional courses are being designed for 24-25 school year
 - Expand the Number of Students Taking a Fourth Year of Math with a Focus on Transitional Math - (75% complete)
 - Accomplished: prioritized enrolling students in a fourth year of math or Transitional Math; 8% increase in students enrolled in a fourth year of math for 23-24
 - Other Work Projects Remaining This Year: review enrollment data and meet with identified students
 - Work for Next Year: continue to utilize new procedures
- Reflection & Discussion questions discussed in table groups:
 - Do you have a good understanding of the work that was completed this year aligned to Vision 2026 and academic excellence goals?
 - What would you share with other community members about this work?
 - What do you think CUSD200 should consider when preparing our work plan for 23-24?
- Dr. Schuler noted the written feedback from these meetings is captured and utilized moving forward.
- Based on conversations heard during table group discussions, wanted to note: the specific strategies are aligned to an outcome we wish to improve. Tracking the outcome side on the dashboard - want to show not only proficiency but also the growth element (students are continuing to make appropriate progress every year). The growth element helps us to understand no matter where a student starts, want to see that student grow during the course of a year. Track all on both local (FastBridge) and state assessments (IAR). Noted we will not see IAR results from this spring until mid to late fall 2023. At the HS level, move into the sequence of pathway pieces - freshman on track, dual credit, AP, reading and math proficiency (SAT), graduation rate, are students engaged, involved, connected, etc. The strategy side is about whether we are improving those outcomes. Wanted to provide a connection between those two (strategy and outcome).

- Feedback was helpful last year to get that dashboard up and launched. Encouraged all to take a look at the dashboard and the outcome measures - click on the tile, track trend data, and break it down. This should help the community understand how we are doing and what we are doing to improve outcome measures.
- Questions/Comments:
 - Are we monitoring the traffic on the dashboard - how much the broader community is looking at the data and engaging with it? There is a lot of great information on the dashboard. How can you get that message to the community?
 - Is there a place on the dashboard for people to ask questions? No, not specifically on the dashboard. Something for the District to think about. Noted we are rolling the website(s) over this summer.

Student Use of Technology - Update and Safety Discussion

- With the District firewall, students do not have access to games. But, students are very smart, and kids are working on ways to get around this.
- WWSHS Cyber Patriots Club - a club where students learn how to use technology to solve problems. This club just won a state-level competition. This speaks to trying to keep kids in the right spaces.
- Jason Spencer, Executive Directory of Innovation and Technology provided an update and safety discussion on the student use of technology in District 200, "Navigating Today's Digital Landscape", which included information on the following:
 - Tonight's goals (3 goals)
 - Educate & demystify how content filters work
 - Tools D200 has in place to protect students
 - Ways families can partner with us to keep students safe
- The amount of time Elem, MS, and HS students spend online during the school day using educational technology. (source is EdWeek research survey - from 2021)
 - Noted when students get to HS, they are more consistently online (more likely to have digital curriculum or digital projects).
 - Have seen most of these times go down since students are no longer in a remote environment (post pandemic).
- Outside of the school day, (source is Commonsense Media in 2022) TV and videos are the #1 thing teen/tween students spend time online doing, followed by gaming and social media.
- Students spend a lot of time in digital spaces.
- Conversations with students to ensure they are making the right choices.
- 1.13 billion websites worldwide - a giant library of resources.
- How do content folders help districts say yes or no to sites?
 - Content filters determine the appropriateness of a website by assigning it to a thematic category.
 - Categories can be turned on/off
 - Individual sites can be reassigned to different categories
 - Individual sites can be blocked, but can only be applied to a group (level, building, year, etc.) and not individual students (Think 12,000 custom lists accounting for millions of websites).
- Hard to say yes or no to that many websites.
- At the admin level, we can turn on/off categories or buckets.

- There are times when a website gets miscategorized. We have the ability to reassign another category (move in and out of buckets as we see fit).
- Can turn on/off by level, by building, must apply to a group.
- Security measures - what are some of the tools or security measures we have in place?
 - Network firewall - umbrella over everything (covers the entire district)
 - Content filter for Chromebooks and PCs (more granular; sits on our 1:1 devices); follows this even when students bring home; the same filtering at home as when they are in the district. Can see the search history of students. One of the tools rolling out will give parents this information as well.
 - Google SafeSearch - apply to students and staff members. No content filter in the world is 100% accurate 100% of the time.
 - Youtube filter - similar to Google; does best to weed out content that would be sensitive to younger students. Not as good as Google safe search. When a student logs into Youtube, do not see comments or suggestive sidebar videos, just the Youtube video.
- Very hard for AI (artificial intelligence) to determine what is mature or what is not, unless there are images.
- Important to report videos when things come up that others may want to know.
- Avoiding content filters - students will always find a way to find a way to get around filters. Two quotes were shared from 2014 and 2016 pointing to this and how kids are always a step ahead of any filter or restriction.
- We have to think more proactively; don't put all eggs in one basket - blocking.
- The top 3 ways students get around our content filters:
 - Google Sites with embedded content (different than Google Classroom)
 - Proxy sites (web browser within a web browser)
 - Jailbreaking (not seeing this as much, requires coding skills)
- Parental Partnership - proactive measures to reduce the possibilities of bad decisions
- Educate and Communicate: The number one thing you can do as a family is to educate yourself about what students are using and what things students are on (social media, etc.). How to educate yourself as a parent in terms of what students are on (what is snapchat, TikTok, etc) and how to navigate those sites.
- What are good conversation starters to start conversations with your students so they feel comfortable to share where they are at? Want them to be open and communicative.
- Active vs passive screen time - what is appropriate screen time? Have to be cognitive of this; cannot only look at the number of minutes of screen time - but must also look at active vs passive screen time.
- Active screen time - using technology to produce or interact with something; Passive screen time - scrolling through Instagram, on TikTok, watching random videos. Want to limit passive screen time.
- Web activity reports - parents will be able to sign up for a weekly report that will show all of the web activity that their student had for the week on their Chromebook. Can also sign up for a snapshot of a time of day. Also, can pause the internet for a particular evening.
- Only affects Chromebooks.
- Home network filters - Students also have lots of other devices - smartphones, iPad, PS5 or Xbox, etc. Any device in your house can have filters, but kids can find a way.
- Setting parental restrictions on phones.
- [Parental Resources for Navigating Digital Environments](#) was shared.

- Questions/Comments:

- How much time do students have? HS level - free access to devices all day long? What steps schools are taking to limit students' Chromebook time? Teachers have students pull out their Chromebook when the activity/part of the lesson requires them to do so.
- HS - access to being online during lunchtime.
- Why does the District let kids have access to Chromebooks over the summer? Parents have the right to confiscate devices in the summer. Families providing enrichment opportunities for students may be the only device in the house.
- Chat rooms - that is where predators reach kids. Is there a way to limit access to those chat rooms? Chat rooms or chat forums are explicitly blocked. If you see that, let us know that should be blocked, and students can find a way around it.
- Handing out Chromebooks in 2020 to all students. Now that we are in year 3, communicate to parents to be vigilant and know a device can potentially get your kids anywhere.
- Have we ever considered adopting a digital citizenship curriculum? Have that in place at the MS level. Looking at ways to have conversations at the Elem level, working our way through all different levels. IL state law for all HS students to have one unit of digital literacy.
- Web activity report - is there the capability to block certain sites? Can parents suggest certain sites the District should consider blocking? If parents find a site in question, notify the District. The need to create a mechanism to report sites to the District.
- Chat GPT- ensure the district is alert to what is going to come; ethical ways to approach the internet; teach kids what this is. The District is working diligently at each level. Important issue.
- QR code - a request for CAC to look through resources, and tell us at the next meeting what is valuable.
- How do we harness this work moving forward?

CAC Membership for 2023-2024

- A selection subcommittee has been formed to review the applications from the 2023-24 applicants. A date will be set for the subcommittee to meet.
- How many applications were received for the next school year's CAC? - 21. There are currently 13 open seats plus 2 alternates. We did receive applications from schools not currently represented in CAC.

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

- Colleges seek well-rounded students involved in activities. Parents concern over coaches of sports teams communicating that if students attend a club meeting, they will miss a game. Do principals at HS understand mixed messages to students?
- Hubble - sports at the 6th-grade level - coaches encouraging students to try every sport at this age.
- Prom ticket cost is so high (\$120 per ticket). Students who would like to go to prom that cannot pay this amount. Is there something students can do if they want to go and cannot pay this price?
- HS spring sports and excessive fundraising per player and expected to raise a certain amount of money. Where is the money going? Start a conversation with the AD (athletic director of HS) to answer if funds are being raised, what are they being raised for.
- Parents reached out to principal(s) and Dr. Kyle. Is the District exploring using 3M film for the buildings in light of recent shootings?

- Niche rating out - not in the top 30; used to be. Talk about test scores; proficiency ratings in math and reading; compare with other Districts. Compare this information to what is on the dashboard.
- Great to see academic excellence strategies in place outlined tonight.
- Older retired people in neighborhoods that worked in union shops inquiring about what are we doing to help kids that are not college-bound get into those trades/shops.
- Special Ed services - spring IEP meeting time - Hubble and WWS - lots of great feedback on what that process is about and continuity of buildings, and parents are feeling supported and are happy with the services.
- Parent cost for ADK - complaint.

Adjourn

There was a Motion to adjourn: G. Aimonette; second: M. Attaway. All in favor.

The meeting was adjourned at 8:41 pm.