

# 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, January 18, 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 – November 16, 2022
4. Feedback on School Calendar Adjustment (Finals before Break)
5. Vision 2026 Areas of Priority – Expand Programming to Prepare Students for a Full Range of Post-Secondary
  - i. Career Pathways Expansion
  - ii. Early College Initiatives
  - iii. Graduation Requirements Review
  - iv. 4<sup>th</sup> Year of Math and Transitional Instruction
  - v. Transition to School Links
6. What is the Buzz?
7. Adjourn



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Chris Crabtree  
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 (CAC)**  
**Jan. 18, 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.
- 33 CAC members were present for the meeting.
- Others present: Superintendent Dr. Jeff Schuler, Asst. Supt Melissa Murphy, Director of Communications Erica Loiacono, Ed. Services Directors Ian Smith (HS Instruction) and Scott Chedister (MS Instruction); Board Members Dave Long and Brad Paulsen.

**Public Comment**

- None

**Approval of Minutes from November 16, 2022**

- Motion to approve the minutes: R. Bautista; second: J. Castino. All in favor.
- The minutes of Nov 16, 2022, were approved.

**Feedback on School Calendar Adjustment (Finals Before Break)**

- This was the first time the adjustment was made to the calendar to get the HS semester finished in front of winter break.
- Admins asked students for feedback - a survey was launched for HS students; from a student perspective, the results were favorable, and they appreciated the adjustment in finals before the break. Asked students for feedback on the change and if it impacted them positively or negatively as to how they did at the end of the semester.
  - Approximately half of the students felt it impacted them in a positive way; 40% felt the change did not have a significant academic impact but reported positively about the experience.
- Positives - No looming finals hanging over the kids during winter break.
- The group was asked for feedback on the change:
  - Teachers commented they appreciated having Friday off prior to the holiday (Dec 23).
  - Elementary parents - having kids off for 18 days seemed like a long time.
  - Noted a long weekend in November, a week at Thanksgiving, days in December, and a long weekend in January.
  - Positive feedback from the Franklin and Longfellow faculty - appreciated it.
  - Parents were negative about the extra Monday before the semester began in January.
  - HS students - mental health break and stress reduction are significant; time to recharge that they needed.
  - Relating to College and Career Readiness - this schedule is exactly what college kids are doing; preparing them for this.
  - HS parents - very positive; mental health break - agree with this.
  - Echoing the negative feedback about the extra Monday before the second semester.
  - HS teachers - were they surveyed? HS principals were asked to check in directly with staff.

- A lot to ask of Elementary parents in January, especially those without flexible work schedules.
- Teachers like the workday reentry.
- The number of days off during break and the next year's calendar- 11 vs 12 days. The Friday off prior to the break is related to where the holiday fell; always try to do 2 consistent weeks and avoid breaks beginning mid-week to mid-week. Also noted the Monday prior to the second semester: for Elementary staff, was an institute day; and was a teacher workday for MS and HS; the workday piece is outlined in the current contract.
- Dr. Schuler thanked the group for the feedback and encouraged all to reach out in between meetings if there are questions or feedback to share on anything.

## **Vision 2026 Areas of Priority - Expand Programming to Prepare Students for a Full Range of Post-Secondary**

- I. **Career Pathways Expansion**
- II. **Early College Initiatives**
- III. **Graduation Requirements Review**
- IV. **4th Year of Math and Transitional Instruction**
- V. **Transition to School Links**

- Last meeting - asked for feedback on the spring CAC agendas based on the work plans in the strategic plan. 3 things emerged from the feedback:
  - Learning acceleration and academic recovery work
  - College and Career readiness work
  - Facilities work
- In February, the Board will have concept plans for MS capital and renovation projects; will be discussing College and Career Readiness tonight, and at a future meeting, will discuss learning acceleration work.
- Introduced Ian Smith (Director of HS Instruction) and Scott Chedister (Director of MS Instruction) of the Educational Services Dept.
- Mrs. Melissa Murphy provided the presentation on College and Career Readiness.
- Information was distributed, including the PowerPoint slide deck, the Vision 2026 strategic plan, the Career Pathways information document, and the 2022-23 school profile sheets for both WNHS and WWSHS.
- The College and Career Readiness presentation included the following:
- Vision 2026 strategy: expand programming to prepare students for a full range of post-secondary opportunities. Tactics include:
  - Expand Dual Credit opportunities and Transitional Math and English courses
  - Develop an extensive Career Pathways Program including expanded opportunities, endorsements, a review of graduation requirements, and a review of MS electives to align with Career Pathways.
- Five Guiding Questions:
  - What are Career Pathways and how does it bring value to our HS programming?
  - Why has D200 updated the College and Career Planning platform to Schoolinks?
  - Why does the Vision 2026 Strategic Plan include a review of graduation requirements?
  - What is the early college initiative?
  - What is transitional instruction and why has D200 prioritized a fourth year of math?

- Career Pathways - assists students in thoughtfully selecting HS courses that align to their personal areas of interest and career goals. After completing a career interest survey, students receive information, obtain skills, and experience school and work-related activities that will help them maximize the potential of their HS years.
- There are 16 National Career Clusters.
- Career Pathways work - making sure there is awareness of the career pathways and the value they bring to our organization.
- Key Components: Career Pathways Awareness, Pathway Development, Dual Credit College Coursework, Work-Based Learning Opportunities, and Industry-Recognized Credentials.
- Pathways development - What makes up a pathway? Robust components to it.
- Education Pathway - (early college coursework, work-based experience, extracurriculars, courses, industry-recognized credential).
- There are multiple components to developing out a pathway.
- Currently working on developing out the IT Pathway.
- Career Pathways District Website - URL and QR code - takes you directly to the site.
- Career Pathways Overview Video - QR code provided.
- Updating the College and Career Planning platform to SchoolLinks:
  - Board approved in November; converting from Naviance to Schoollinks.
  - Schoollinks and what this platform provides to staff and students (provides a career interest survey aligned to career clusters, gains exposure to different careers, identifies work experiences and internship opportunities, utilizes a four-year course planner, provides a robust college search engine, assists students and counselors in communicating and scheduling appointments, searches for scholarships, allows parents to partner with the school to support a student's postsecondary goals.
  - Students will use the platform from grades 8-12, allowing for multiple years of support.
- Review of graduation requirements and why this is important to the conversation - in order to provide more students the ability to take courses aligned with Career pathways. Currently, many students are unable to access electives aligned to Career Pathways until their junior year.
- The current graduation requirements; D200 is above the expectations of the State; expect 24 credit hours in order to graduate.
- Will not lower the number of credits; need flexibility for students; college and university requirements will be considered as part of this review.
- What is the early college initiative and the value of early college coursework: Early college coursework provides students an opportunity to take a post-secondary course and earn college or university credit while still enrolled in HS.
- Have been working on expanding Dual Credit opportunities in D200.
- What is better - Advanced Placement (AP) or Dual Credit? This came up at the Board table. They both have value but serve different types of students. An AP course may be best for students that have exemplary skills in a certain area, and a Dual-Credit course is for anyone going on for a postsecondary opportunity, but might not be majoring in that area.
- Board just approved the Dual Credit course - College Composition.
- Dual Credit courses are taught by D200 teachers and are COD college-level courses.
- How does this work with GPA? Some Dual Credit courses are advanced, some are at the intermediate level, and so it depends on the course.

- D200 is working to add more Dual Credit courses over the next four years, which fall into two categories:
  - Transferable Gen Ed Courses - these Gen Ed courses transfer as a package to satisfy the Gen Ed requirements at participating IAI (Illinois Articulation Initiative) schools to help students with progress towards completing a degree (College Composition is one of those courses).
  - Career Pathways Courses - courses that align to a chosen career pathway and allow for early college credit. (COD courses taught by WWSHS and WNHS staff).
- Timeline mapped out for Dual Credit Course Additions for 2022-23 through 2025-26
  - Types of courses include transferable Gen Ed courses, Career Pathways courses, or other courses.
- Biology courses - AP biology vs. Dual-Credit biology course (knocking off the credit if you are not majoring in this).
- The time it takes to work with colleges and universities to get the coursework in place, working with instructors to make sure they are certified
- Transitional instruction and why prioritize a fourth year of math? The State set up two courses - Transitional English and Transitional Math. The intent of these courses is to be fully prepared for college-bearing coursework. There are students across the country that enter college and have to enter into a remedial course for math or communications before they can go into a credit-bearing course. The hope is to smooth the transition to college and reduce remediation rates.
- Transitional Math instruction provides HS students a means to address college readiness in math before HS graduation, enabling students to earn guaranteed placement into college-level math classes at all IL community colleges and accepting universities.
- Currently have Transitional Math in place in D200 (since 2020-21); Transitional English is presently being developed to meet the state criteria (plan to offer in 2024-25).
- Issue of a fourth year of math as it relates to PACE students not interested in taking Statistics.
- Dashboard metric "HS math proficiency" - can meet the criteria with an exam or course grade - students only need to meet one of the criteria listed for each subject area. In math and through a grade, have to earn a passing grade in one of the courses (AP course, Dual Credit course, Transitional Math, or Algebra II) or can meet the criteria through an exam score (ACT, SAT, and have to have a fourth year of math).
- Transitional Math does not equate to Algebra 2 - it uses skills of Algebra II, but there is more application in real-world math.
- BA or BS degree - requirements differ in terms of the fourth year of math as it relates to Statistics.
- Focus on a Fourth Year of Math - options depend on the student's junior math course and performance and include AP Calculus, Pre-Calculus A or I level, AP Statistics, Statistics I, or Transitional Math.
- The District has been developing the Education Pathway and now the IT Pathway, and is trying to determine which of the remaining pathways should be prioritized next. HS teams are currently working on this, and the Administration is seeking feedback from CAC.
- A document was provided on College and Career Readiness that listed each of the 16 clusters. CAC members were asked based on their knowledge of the workforce and student interests, what are the top three pathways they recommend D200 prioritize to further develop, and why?



- There were also questions on the back of the document:
  - Part of our Career Pathways work involves partnering with local businesses and business leaders to provide work-based learning opportunities for our students. Do you have any suggestions or leads for work-based learning opportunities for our students? If so, be sure to include your contact information so that Ian Smith, Director of HS Instruction, can speak to you directly.
  - The Board approved the new College and Career Planning Platform, Schoolinks, in November. What do you think parents would like to know about this product?
  - How can we best educate our community about Schoolinks?
- The table groups were asked to discuss this, and each member of CAC was asked to complete this form
- Two reminders to the group - take a look at the Career Pathways section of the website, and take a look at the Career Pathways Overview Video and feel free to share those with others. There is a full menu of opportunities available to our students
- The College and Career Readiness feedback forms will be collected. Each table was asked to share out a highlight of their discussions. This included the following:
- Eye-opening information for parents with younger kids that are not currently at the HS level; parents want to know everything; what is coming down the path... The kindergarten roundup is amazing, can we have something similar along the way at different levels (noted MS level and the importance of grades as an example)?
- Regarding the 16 career clusters - struck as to what clusters were missing - history, geography, political science, civic engagement; government; ethics. Also noted the list of clusters does not honor innovation or counter-cultural thinking. Kids looking at TikTok and you-tube...what can we offer them in HS?
- Such tremendous progress from previous generations - applaud all of the work that is out there; quality work experience is hard for early teens and the importance of having mentors and having people come in to talk about their careers. The workplace learning experience is more likely at the HS level. Conversations regarding exposure opportunities in MS through career fairs.
- The Information Technology (IT) pathway is critical now; programming and networking can be fun and are critical to understanding true IT.
- The difficulty in getting transitional courses incorporated in the next few years; the best way to do that is to bundle some of the clusters (examples would be to bundle Agriculture, Food and National Resources cluster with Science and Engineering; bundling Business Administration with Law, Safety, and Corrections); shadowing someone in business - the best option may be to have guest speakers come into the schools; like the idea of Schoolinks program - parents should know about it, but the kids have to own it.
- Criteria - what is society in need of? More people in the health services field. Where can we reach different types of students that are not being reached right now?
- The clusters listed are super-specialized - the business side; confusion between the virtual world and the real world, and the need for more emphasis on human connection.
- Job opportunities - factoring that in; the industry needs to match student needs
- Pathways work - bringing the intersection of interest with viable pathways; need to be conscious of designing experiences now for what is needed now in the workforce, as the workforce will change; skill sets are provided to prep students for what is needed.
- How much Dual Credit are we offering and getting students ahead? The importance of letting them be HS kids and having it be a high school experience.

- What colleges accept? How does that intersect with this? The path is different for each student. The importance of having a path available for each student (those that want highly selective colleges, those that want to go a different route, etc).
- Some of these clusters should be clustered a bit more - course work, what are the assets that people need to have in order to be good at these topics - characteristics, knowledge, skills, and personal assets an individual needs to have?

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

- Pleasant Hill is excited to host the Board meeting on Feb 8 at 7:00 pm.
- Chromebooks - kids are playing a lot of games and doing crazy things. What is the filtering policy on them?
- A lot of talk about finals before break.
- CAC bylaws and the application process - January to start promoting - is that still the timeline? Interest in promoting CAC to underrepresented schools - happening?

**Adjourn**

There was a Motion to adjourn: N. Mead; second: S. Jahns; All in favor.

The meeting was adjourned at 8:34 pm.