

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, September 21, 2022, at 7:30 - 9:00 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
3. Welcome and Introductions
4. Approval of Minutes - April 20, 2022
5. Review and Discussion on CAC Bylaw Changes and Membership
6. 2021-2022 CAC Discussion Updates
 - i. Vision 2026 Data Dashboard
 - ii. Update on Human Growth and Development and Human Sexuality Curriculum
 - iii. LLC Parent Communication
7. Facilities Master Plan Review and 2022-2023 Preview
8. Discussion of Chair and Vice-Chair for 2022-2023 School Year
9. What is the Buzz?
10. Adjourn



Chris Crabtree

Board of Education, District 200



Superintendent of Schools, District 200

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Citizens Advisory Committee (CAC)
Sept 21, 2022 - Meeting at SSC

Call to Order

- The meeting was called to order at 7:31 pm by Dr. Schuler.
- This meeting was conducted at the School Service Center.
- 22 CAC members were present for the meeting.
- Others present: Superintendent Dr. Jeff Schuler, Asst Supt Brian O'Keeffe, Asst Supt Melissa Murphy, Board Members Dave Long and Angela Blatner, Guest: Supt John Sparlin of Oswego.

Public Comment

- None

Welcome and Introductions

- Welcome to the SSC and the 22-23 CAC year.
- At our second meeting in October, we hope to be bringing new members on and bring us back to a full committee.
- Opportunity to reintroduce everybody - all attendees introduced themselves.
- Dr. Schuler introduced Dr. John Sparlin, Supt of Oswego. Interested in starting a CAC.

Approval of Minutes from April 20, 2022

- Motion to approve the minutes as presented: G. Aimonette; second: N. Mead. All in favor.
- Minutes of April 20, 2022, were approved.

Update on Committee and New Members

- A recap was provided on the two subcommittees - rules/bylaws and new membership selection. Both committees were meeting concurrently. The new member selection committee needed some things addressed in the bylaws committee. The Board can only vote on matters at monthly business meetings, which delayed this somewhat. The revised bylaws were approved at the Aug Board meeting; the membership selection subcommittee met again, and new members will hopefully be approved at the next Board meeting.

Review and Discussion on CAC Bylaw Changes and Membership

- Copies of the CAC revised bylaws were provided at each table; a member of the bylaws subcommittee was seated at each table group.
- Recapped the bylaws' history and process.
- Some adjustments were made 3 years ago.
- Most substantive changes this time were in section 2 - Objectives of CAC - bring clarity to the focus of CAC, things we will do every year as a part of CAC (dashboard, outcomes, strategic focus, and work plans for the year), also noted looking at any new policies or revisions that may impact kids. The Board also seeks feedback on topics as needed, and CAC topics of interest are both used to put together the agenda (Supt along with the CAC chair and vice-chair(s)).
- Section 6 - Membership - the committee had an interest in getting the membership to an odd number. Went to 37 members.
- Adjustment to the selection process - make every effort to have somebody from each of D200's attendance centers on the committee; put a prioritized view on applicants from the buildings not currently represented on the roster, bring clarity to other areas of diversity that we want to be bring into conversations within CAC.

- Will also Identify two alternates. The two alternates identified will be a part of the committee this year as two current members have just notified they cannot participate this year.
- Asked the group for any thoughts or feedback on the changes. Talked at their table groups.
- There were schools where zero people applied from, but would like to challenge the CAC group to get the word out to the community
- Washington, Lowell, Johnson, and Madison were not represented - noted, we will take care of 3 of 4 with this year. Use the PTA council to reach out to the Madison community to share information on CAC.
- A recommended roster showing where everyone is from will be presented at the next Board meeting.
- Proactively reach out to schools that will have some falling off next year.
- Section 12 - Organization of the CAC - the responsibility of the chair and vice chair. Added to that section. If that is a role anyone is interested in, reach out to Dr. Schuler before the next meeting. A ballot vote will take place at the next meeting.
- Officers shared information about the role of chair and vice-chair in CAC and what their responsibilities are. This included: what topics should be included on the agenda each year. The group meets with the Supt. the week prior to the meeting to review/develop the agenda. Provides a mix of what the community wants to hear about as well as what the Board/administration would like feedback on. Officers also chair/co-chair any subcommittees. Subcommittee members are also selected by the chair/co-chair.
- Dr. Schuler thanked the members of the two subcommittees.
- Noted if the bylaws do not provide clarity in terms of how we need to do our work, then the bylaws are not clear enough.

2021-2022 CAC Discussion Updates

Mrs. Melissa Murphy provided a handout , which included a recap and update on some of the 21-22 CAC discussion items. This included information on the following:

i. Vision 2026 Data Dashboard

- District 200 has a new dashboard.
- The Vision 2022 dashboard was reviewed and discussed at the November 2021 CAC meeting. Feedback was provided for the administration to consider with the development of the Vision 2026 dashboard.
- The product being used comes from ECRA and contains all important information related to the Vision 2026 strategic plan in a central location. This includes the plan, dashboard metrics, and annual work plan.
- Changes noted include the grade level bands, academic data from both state assessments and district interim assessments for both reading and math, and the FastBridge assessment includes both achievement and growth data on the dashboard.
- "i" on the dashboard - related to more information if you click on it.
- For every tile, historical data will be added as we go through each year.
- Growth piece - baseline data and measure student performance (are students performing at the level they should be and is each student growing at the pace they should grow through the year?)
- In the high school section, the metrics will be populated very soon.
- Why is so much emphasis on FastBridge when IL Report Card is using the state assessment - IAR? It was noted you will not get individual growth assessment in IAR - there is no growth element to it. Also, as we monitor system-level school data, parents would be able to see where their student is - growth-wise. You can do this with interim assessments, which are checkpoints throughout the year. IAR is only administered once a year, in the spring and you do not come back to it until the following spring.

- FastBridge is a nationally normed standardized assessment tool.
- Both IAR and FastBridge test common core state standards (IL state standards).
- FastBridge and the reading boot camp group at P-hill - additional support and/or instruction provided and will test in the fall, winter, and spring. Noted the progress monitoring capability to see if students are responding to the supports being provided.
- How long has the District been using FastBridge? How long is the contract with FastBridge? Does it feed into Niche? D200 started to use the FastBridge assessment platform as a progress monitoring tool in 2017, and started to explore using the adaptive test in 2019, then used it with more students in 2020-21 to have another point of data based on the disrupted year of education. The contract is renewed annually. FastBridge does not feed into Niche (no localized data used in rankings).
- If you want to see where individual students stack up nationally against students the same age, will that show? All students will receive their results, and it is on a national percentile.
- Is the district going to do own assessments? FastBridge is the assessment tool now
- A letter was sent on how this might change for students with 504/IEP from Mrs. Ekstrom. Looking for further explanation. Mrs. Murphy will get back with the answer.
- If Districts are not using FastBridge, how do we compare our students with those nationally taking it? Can we find out what school districts are using FastBridge? Any of the companies that have assessment products, have a bank of statisticians that understand how they are calculating norming data. Comparing your grade level student against what that grade level student should know.
- Reviewed the four color bands that are used as part of the FastBridge results.
- FastBridge has the information/results available immediately after a test.
- Parents can ask for their student's FastBridge results/scores at any point in time.
- Mrs. Murphy noted all of the FastBridge data is going to be uploaded into ParentVue. That will be available in mid-October.
- Can you get a comparison to a cohort of schools? Struggle with broadband national comparison; useful to have a cohort of schools that D200 compares to? You can do that with state data, but not with FastBridge. D200 has a comparative unit district group that they utilize, however, none of those districts compare on all metrics (such as population, low-income percentage. Will struggle to find across the state, another district that matches us exactly in terms of population, socio-economic makeup, students receiving special services, etc.
- Confirmation we are using the data to track individual students and to track our progress as a district? Also wanting to make sure our students can compete when it is time to look at colleges. Interest in knowing "is my kid ready"? Is my student performing where they should perform and what are they learning over the course of the year - where they are starting and where they are growing.
- Does FastBridge data change during the course of the year? It is adjusting at those checkpoints.
- Should be clear when we get a data set and can show it.
- The goal for tonight - wanted to show the group where the dashboard is on the website.

ii. Update on Human Growth and Development and Human Sexuality Curriculum

- This was discussed at the Oct. 2021 CAC meeting (the update included what was known at the time about public act 102-0522 at that time); an update and recommendation to the Board came at the Aug 2022 Board meeting.
- The current Board-approved health curriculum is aligned to state standards and mandates
- Will continue to review any new guidance should it be provided by ISBE.
- Any future guidance provided by ISBE will determine if a curriculum committee should convene.
- This committee would need to determine the future of sexual health education in D200 within the current health instruction, elective options, and graduation requirements.

- Are we kicking can down the road to the next board? We are not anticipating any changes from the state. There are more standards there than there are in math and reading - would need to substantially change instruction time. Will continue to do what we are doing.
- The requirement specifically is if you teach a course in comprehensive sex education, you must align to that set of national standards.
- CUSD 200 teaches across levels - comprehensive health education and address topics/units of study that are required through health education (required in school code). D200 is not out of alignment in what is required right now.
- 5th grade - an elementary building outsourced a company to teach the fifth-grade sex ed (P-hill). Are they aware of the standards and what should be taught in D200? Mrs. Murphy will look into this. Even if we bring in outside providers to deliver instruction, they follow our curriculum.
- Parents should receive all of the information/documentation from their building regarding what is being taught.
- It is our obligation to be very clear on what we are teaching, whether it is a contract provider or we are teaching it.
- Were we given guidance that clarified that we teach health education? Is what we teach considered by the state comprehensive sex ed? Fear this could be revisited and the state could say we need to teach this? Nothing that indicates this is up in the air.
- Are there schools that are teaching comprehensive sex ed?
- How do we get the information on the curriculum and what is being taught to our community? There are people out there that believe we are teaching that in our schools - health vs sex ed? Communication issue.
- At some point, there is a sheet that tells you exactly what is being taught.
- It was noted the District cannot change the curriculum without going through the curriculum review/approval process.
- Highlights the wisdom of the District and Board decision with regard to this topic.
- It is a local decision based on how it is written in the public act
- Not U.S. sex education standards - it was developed in New York
- Only the Board can act on a curriculum change.

iii. LLC Parent Communication

- The Library Media Selection Process was reviewed at the Jan 2022 CAC meeting.
- History of the Library Media Selection Process - the Ed Services Dept worked with the LLC directors to put together a procedure for parents that would prefer to be more selective with what their child checks out from the LLC.
- A districtwide communication was prepared and all principals included this in a newsletter at the beginning of the school year.
- With this process, parents can request that an alert is placed on their student's account with specific titles that should not be checked out.
- A team is currently assembled and working to review and update the LLC selection procedure.
- Has there been any discussion on standardizing the book selections for grade levels? Example on what grades can check out chapter books and is this the same across all elementary schools? Mrs. Murphy can bring this topic to the team.
- At the end of this year - how many parents have opted into this - reviewing what their student can/cannot check out in their LLC?
- It is difficult for parents to vet the entire library at their school; the burden of the parent to vet through this.
- Parental choice as to whether your student can check out certain books.
- Where we at with the district reviewing the process of how books are getting in the library? A team is looking at that book selection process.

- Makeup of the team reviewing the procedure? It was recommended this be put on a future agenda.

Facilities Master Plan Review and 2022-2023 Preview (Brian O'Keeffe)

Dr. Brian O'Keeffe provided and reviewed the Facilities and Finance Overview documents, which included information on the following:

- Finance Overview: Highlights, Operating Revenue and Expenditures total dollars and breakdown, Tax Rate Comparables, Student Characteristics, Capital Facilities Spending, Four Year Plan - Updated, Fund Balance, Evidence-Based Funding, Lowering District's Debt Service, and the Board Governance Award
- Facilities Overview: Facilities Breakdown by Level, Capital Facilities Spending, Four Year Plan - Updated, 2017 Proposed Master Facilities Plan Projects, Facilities Spending by Year and Location, Projected Spending by Year and Location, Fund Balance, Operations & Maintenance Expenditures in FY22 (unaudited), Lowering District's Debt Service, and Capital Facilities Spending in FY22 (unaudited).
- There are always two levies in a fiscal year.
- Timeline/process for the summer project work in 2023
- Middle Schools: Have begun with a team from Perkins & Will to look at our MS; in the process of visiting the three MS (Edison, Franklin Monroe) - talking to staff, each of schools has their own team. The idea is to bring two concepts to the Board for each of the facilities that focus on 1) What do we need to do to impact the educational aspect of those buildings? What is it? What do we need to do? How do we end up doing that? and, 2) What do we need to do to support the structural nature of those facilities?
 - Noted correlation to Vision 2026
 - Plan is to bring back detail to Board in Oct, Dec, and in Jan - giving guidance and direction to the Board in January. Then will start looking at costs, and build a communication plan.
 - How do we utilize this group (CAC) or a subset of this group to help and guide us along the way?
 - Goal - Conceptual ideas by January. 3 MS projects will be substantial projects.
 - Community feedback will be key.
 - Last reviewed five years ago as part of the facilities master plan.
 - Do you see this fitting in the budget? Using \$7MM a year on capital projects, do not see that addressing the MS projects in their totality. Will have to likely look at revenue options as to how to support that.
 - Will be doing an audit of the District to see what the numbers will be at? Yes.
 - Request for historical analysis of what has been done at each school. Yes, we have that as part of the original master facilities plan.
 - It is an expensive time to do any kind of construction. Are we thinking about that and where we are at regarding the economic cycle - supplies and price escalations? The earliest we would start work would be the summer of 2024. There is probably a 3-year implementation of this work.
 - Is the Covid money gone? Noted the facilities overview document "four-year plan - updated" section regarding the federal grant relief dollars. It will be phased out in a couple of years.
 - More to come on this topic. The possibility of an offshoot of CAC that can involve some members, as well as some members of the community to spend time on this.

Discussion of Chair and Vice-Chair for 2022-2023 School Year

- Included in the bylaws update section.

What is the Buzz?

- Monroe is excited about possible MS project work and the possibility of an auditorium. Also, excited about HS interns coming into the schools.
- Good positive buzz on Jefferson in general - people feel it is the most amazing facility ever.
- New math curriculum (IM) - how much cutting is involved for each unit and some schools are not getting enough volunteers, looking into buying kits for it; teachers and parents doing the cutting.
- Thank you to Board for having public comments. Noted a parent that spoke at public comment at the Aug meeting applied to be on a commission in Wheaton and two members of the Board sent letters to the city about the appointment.
- What is happening with SAEBRS data/surveys - does it go into a student's record and how is it shared - within the district, outside the district? Is there a third party running it? Noted the Online Privacy Protection Act and The Federal Education Rights and Privacy Act. Parents have a right to ask for the data that is collected and for deletion of the data. Surveys for SEL - what is going on and how is that tracked?
- More understanding of SAEBRS and SEL and what all of that is?
- Positive feedback on the interns; what else are we doing like that? Is it going to stick?

Adjourn

Motion to adjourn: J. Castino; there was a second to approve; All in favor.
The meeting was adjourned at 9:07 pm.