

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, March 16, 2022, 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 from February 16, 2022
4. Review of Process for Approval of Curriculum and Instructional Materials
 - i. Educational Services
 - ii. Social-Emotional Learning
5. Follow-up Discussion of District 200 District Organization, Oversight, and Planning
6. What is the Buzz?
7. Adjournment



Chris Crabtree
Board of Education, District 200



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)
March 16, 2022 - Meeting at WWSHS

Call to Order

- The meeting was called to order at 7:21 pm by Dr. Schuler. (fire alarm went off and had to evacuate).
- This meeting was conducted at Wheaton Warrenville South High School, in the Library Learning Center (LLC).
- 30 CAC members were present for the meeting.
- Others present: Superintendent Dr. Jeff Schuler, Asst Supt of Educational Services Melissa Murphy, Asst Supt of Student Services Chris Silagi, Director of Community Engagement & Communications Erica Loiacono, and Board of Education Member Brad Paulsen.

Public Comment

- None

Approval of Minutes from February 16, 2022

- Motion to approve the minutes as presented S. Howington; seconded by: M. Martich. All in favor.
- Minutes of February 16, 2022, were approved.

Follow-up Discussion of District 200 District Organization, Oversight, and Planning
Review of Process for Approval of Curriculum and Instructional Materials

- **Educational Services**
- **Social-Emotional Learning**
- Mrs. Murphy and Dr. Silagi presented a PowerPoint presentation on Curriculum Development, which included information on the following:
 - Board Policies
 - 6:60 - Curriculum Content
 - 6:210 - Instructional Materials
 - 6:40 - Curriculum Development
 - What is Curriculum Content
 - Outlines content required by state statute or regulations; determined by national, state, and local standards
 - Two-step process for presentation & Board approval - content posted for community review for 30 days, feedback presented to Board when approval to adopt is proposed.
 - What are Instructional Materials
 - Educational resources that support curriculum content
 - Same two-step process for approval
 - Teachers may have self-selected materials to support the individual needs of students. These need to align with curriculum content adopted by the Board.
 - Timeline Example: Middle School Math Instructional Materials Adoption
 - The process started at the beginning of 2021-22 school year - research, planning and preparation, pilot, a recommendation to the board; professional learning, and full implementation by 2023-24.
 - Math coaches were added at the MS level this year with Federal relief grant funds and play a key role in leading this process.
 - Curriculum: A Combination of Approved Content and Materials
 - Curriculum guides provide teachers with guidance to implement and include pacing, standards, assessment guidance, and strategies.
 - Also includes a description of pilot projects and curriculum review recommendations.

- Three Different Adoptions of Curriculum Content and Instructional Materials 2021-22
 - Introduction to Teaching - new course offered next year at both HS; dual credit course with College of DuPage (COD)
 - Foreign Language Elementary School (FLES) - new program developed locally at Johnson and Pleasant Hill schools. An example of that proposed curriculum for second grade was shared with the group, and was posted for community review at last week's board meeting.
 - Elementary Math - recognized the need for new instructional materials for elementary math; posted the instructional materials for Illustrative Math (IM) at last week's board meeting.
- Community Communication
 - Board Highlights are used to communicate proposed curriculum content and instructional materials; materials are displayed for the public for 30 days; feedback is provided to the Board; individuals receive a phone call or email message if they have provided feedback.
- Who to Contact With Questions
 - Teacher vs. Principal vs. Educational Services Department
- SEL Framework and Priorities
 - 5 areas the District focuses on: Relationships, Emotional Wellness, Behavior Wellness, Learning, Mindset
- The Learning Strand
 - SEL occurs in a variety of contexts and settings - integrate standards into classroom instruction; problem-based, project-based, service-based learning; co-curricular programming; direct teaching and modeling of SEL skills.
- Three Standards
 - Develop self-awareness and self-management skills to achieve school and life success
 - Use social-awareness and interpersonal skills to establish and maintain positive relationships
 - Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.
- Standards and Learning Strand of Our SEL Framework
 - The "how" for each of the three standards - how kids experience and learn those skills
- Building Level Examples
 - Elementary social worker - directly teaches SEL skills
 - MS teacher - integrates SEL skills into classroom instruction
 - HS grade-level programming - co-curricular programming with community partners
- Who to Contact With Questions
 - Teacher vs. Principal vs. Student Services Department
- Closing the Communications Loop...
 - Questions to answer as part of the discussion

There were questions or comments on the following:

- Is six months the usual time for researching best practices/new materials?
- Assessing performance in the MS math materials - how?
- How are we looking at performance that is already at the Elementary level to ensure students are ready to perform at the level in the MS curriculum content?
- How do we bridge that gap to be sure that our students are successful to access the required content provided by the state standards?
- FastBridge grade-level assessments - measure where our students are performing and how are they growing through the year.
- The use of assessment results to determine if students are performing where they need to perform and are they maintaining.

- Who is responsible for reviewing lesson plans for compliance? Building-level principals are responsible for evaluating lessons and classroom instruction.
- The process for interpreting the standards and establishing content by grade level and subsequently choosing materials - How does this process support alignment from elementary to MS and then HS? The benefit of being a unit school district is having vertical alignment and stair-step of progression, and the leaders that support the conduit between the levels.
- Math coaches from the different levels and dept chairs are involved in conversations about the needs of students as they progress through the different levels.
- Discussions are taking place between Elem and MS, and MS and HS to ensure continuity is taking place.
- MS math coaches were involved in conversations when Elementary materials were chosen.
- The selection process for pilot programs - how do we determine who is involved in the pilots, which classes, students, and teachers? Representation came from across the school district, there were representatives from each building at K-2 and 3-5 levels.
- Math coaches at the Elementary level - every school now a math coach has through fed relief funding - in place at each one. This is a full-time person at every building.
- What is a Title 1 school? A federally funded education program providing supplemental funds to meet educational goals. Schools qualify depending on their school population and on socioeconomic status. D200 Title I schools include Hawthorne, Johnson, Lincoln, Lowell, Pleasant Hill, Sandburg, and Washington.
- Federal relief funding and what will happen when they expire? Any position funded through federal relief grants - have for 3 years. Assumption - if find positions are impacting in a positive way, find a way to keep them within the budget. These positions were built into the budget in the five-year financial projections.
- Where are the proposed curriculum and instructional materials on display? At the School Service Center. Digitally - can go on the CUSD 200 website and view it online.
- Comments and feedback on the proposed curriculum/materials are provided to the board prior to approval.
- What portion of the population comes to view materials? Depends on the content.
- Math coaches - how are parents supposed to know these resources are available? What is the communication to parents and the community? Tied to the "who to contact with questions" slide.
- Build and define - what is SEL? The process of building this began four years ago.
- Relationships - the goal is to have every child connected at school to a trusted adult.
- Emotional wellness - added supports for the well-being of kids; screener assessments.
- Behavior wellness - at the classroom level - how do you manage and structure your classroom so learning can happen? How do you respond to a crisis? Prevent a crisis? What do you do after a crisis?
- Learning - how do kids learn SEL skills?
- Does the state of IL mandate SEL? There are state standards (3 broad bigger standards); In D200, SEL is bigger than the 3 standards; do not want to devalue learning standards, but have prioritized other areas as well.
- Learning strand - self-management; how do I build relationships and decision-making.
- High-quality instruction that is engaging allows for social-emotional learning to happen.
- Second Step materials - finding information on these materials.
- What are we doing with service-based learning in our schools? Have we considered making this a requirement for graduation? There are some courses that require a piece of service-learning. There is a service-learning element at the HS level (civics) and are working on this at the MS level. There are also examples of not formalized service learning that are happening every day in our schools.
- SEL issues - student-specific - how do parents get involved so they know what is going on? If there are any concerns with a student, whether academic, emotional, or behavioral, all processes start by working with parents.
- Extracurriculars are important for SEL - how schools engage with teachers to encourage participation and how to engage kids. Activities fairs at the HS level, having students encourage other students to participate, adding club stipends for staff, etc.

- Participation levels in co-curriculars - This is monitored on the Board dashboard. This will be the first year monitored since prior to the pandemic.
- Is there a list of all of the clubs at the schools? Noted clubs can come about during the school year. There are 3-6 clubs at the Elementary level, much higher as the levels increase. Oversight of the clubs - Noted the application process through the activities directors at the HS level. There also has to be a staff sponsor. There are activities directors at each HS that is responsible for overseeing clubs and activities. At the MS level, this is through the Principal and Asst Principal.
- Is there a discussion of adding activities directors at the MS level? Is there communication between the MS about different clubs? Is anyone facilitating across the district? There is a committee established last year regarding clubs with representation from all levels to connect those dots between the levels.
- What is a first-grader being exposed to with regard to SEL? There is no approved instructional material at this level. Responsibility for ensuring teacher's lesson is aligned to SEL standards? There are performance descriptors within the SEL standards. Trusting teachers with autonomy to look at grade-level standards for SEL. Principals supervise instruction in the classroom.
- How does that fall into board policy 6:210? Teachers have the autonomy to get to the standards, noting the second step program/resource at the elementary level that the social workers have.
- Report cards and how things are being incorporated with regard to SEL.
- How to ensure consistency in content and time spent on that content. At the end of the day, it should enhance their academic performance.
- Ensuring these 3 things are in place - relationships, emotional wellness, and behavior wellness. This is where we need to start.
- Professional development provided to classroom teachers for SEL. In 2019-20, every school brought teams together to train the trainer model, connectivity piece, teacher to student, and peer-to-peer relationships. The SEL framework training of building staff that took place at the buildings.
- Kids having trusted adults - how is the parent involved in this? What does a trusted adult mean? Somebody that cares about you and cares about your learning. If a student communicates something to a trusted adult that should be communicated to the parent, that information is communicated to the parent.
- The table groups were given a few minutes to process the discussion and the following questions:
 - How can we best provide this information to parents to help guide them in asking questions?
 - What questions do you still have and who should you direct those questions to?
 - How can this information support the last item on all CAC agenda - What is the Buzz?
- Dr. Schuler noted one additional paper on the tables - "3, 2, 1 Feedback".
 - April is the last CAC meeting of this school year.
 - Members of the committee were asked to note what is your interest in returning next year?
 - Asked to take it with them to complete, scan and send, or send in via mail.
 - Reminder to include their name on the form.
 - Those that have been a part of CAC for 5 years will be dropping off.

What is the Buzz?

- Impressed with the District putting words into action - the Board upheld goals of diversity & inclusion, and social-emotional support. Noted the Panthers in Black presentation at Edison, inclusion, demonstrating support for students.
- Tragedy at South - a lot of parents and students communicated they have felt supported by the District. Noted the peer support for each other - show choir performed immediately after learning of the tragedy and feeling the support of the school and the community. A lot of conversation about what the District has been committed to is being demonstrated.
- Printed all of the "what is the buzz" items since Sept and understanding where these go. What happens to what's the buzz?

- Whittier principal hire - what will that look like? Parent involvement - what will that look like?
- Comments read regarding:
 - Kindergarten Round-ups - parents are excited these are back in person. Some schools allow incoming students to attend, others did not. More consistency across schools.
 - School Board Meeting Public Comment Access - some wonder why public comments are only allowed in person when the City of Wheaton allows them via Zoom.
 - College Preparation & Application Sessions for Parents - interest from HS parents that would give an overview of how to get kids thinking about college & application process.
- Excitement about the new Illustrative Math curriculum at Longfellow. Very happy about it.
- Why can't we have a May meeting for CAC? A lot of interesting discussions and topics this year, and feedback provided to the administration and the Board.
- People wondering how what happened at Edison was allowed to take place? What does the approval process for a program look like?
- Shout out to school nurse - shortly after the lunch change/seating was announced, the nurse contacted parent of a child with peanut allergy; excited the nurse reached out right away.

Adjourn

Motion to adjourn M. Attaway; seconded by J. Tylk; All in favor.
The meeting was adjourned at 8:40 pm.