

**Community Unit School District #200  
Citizens Advisory Committee**

**AGENDA**

**Wednesday, January 19, 2022**

**7:00-8:30 p.m.**

**Wheaton Warrenville South High School LLC**

1. Call to Order
2. Public Comment
3. Approval of Minutes December 15, 2021
4. Review and Discussion of Library Media Materials Selection Process
5. Review and Discussion of CAC Application for 2022-2023
6. What is the buzz?
7. Adjourn

**Citizens Advisory Committee (CAC)**  
**January 19, 2022 - Meeting at WWSHS**

**Call to Order**

- The meeting was called to order at 7:01 pm by Dr. Schuler.
- This meeting was conducted at Wheaton Warrenville South High School, in the Library Learning Center (LLC).
- 29 CAC members were present for the meeting.
- Others present: Superintendent Dr. Jeff Schuler, Asst, Supt of Educational Services Melissa Murphy, Director of Community Engagement & Communications Erica Loiacono, and Board of Education Member Brad Paulsen.

**Public Comment**

- None

**Approval of Minutes from December 15, 2021**

- B. Stozek - Statistics on school district - demographics plus performance and statistics, and the difficulty in drawing conclusions when these change from year to year. There was a request for this to be recognized in the minutes of December 15, 2021.
- Motion to approve the minutes as presented with additional comment reflected: A. Randall; seconded by: S. Jahns. All in favor.
- Minutes of December 15, 2021, were approved with modifications.

**Review and Discussion of Library Media Materials Selection Process**

- Mrs. Murphy sent materials in advance of the meeting.
- Dr. Schuler asked the group to keep the conversation focused on processes. Recognition there are book challenges in play. Book challenges are not new to the District. The purpose of tonight is to share information and get feedback. The expectation is that there will be a variety of perspectives in the room tonight on this topic, asking all to respect others' opinions. While all may not walk out of the room tonight in agreement, we want everyone to have an opportunity to be heard.
- Mrs. Murphy provided background information on the Library Media Selection Process Review to help understand the components of the LLC procedure. This included information on the following:
  - K-5 Student Experience Selecting LLC Materials
    - Elementary buildings either operate on a fixed (students attend the LLC at the same time each week) or flexible schedule (LLC director and classroom teacher schedule a time in library based on common learning objectives).
    - Students spend between 15-30 minutes weekly checking out books.
    - There may be one or two classes in the library at the same time checking out books with the assistance of the LLC director and classroom teacher.
    - Teachers can provide students permission to visit the library to check out books outside of the scheduled times.
    - The LLC director also provides a lesson or reads books aloud during the time students visit the library.

- 6-12 Student Experience Selecting LLC Materials
  - MS level - most students check out books during Language Arts class time. This may either be as a whole class visit or in small groups. Students can also visit the LLC with a pass from their teacher.
  - HS level - students drop into LLC on a pass or during lunch/passing period to check out books/materials. Some select classes may be brought down to check out books as part of a class or project.
  - Students can reserve books through Destiny system and/or immediately download E-book versions of selected texts via Overdrive.
- Destiny Online Catalog - shared a short video as to how the Destiny system works.
- District Processes and Procedures (These materials were sent via email for the group to review in advance).
  - Board Policy 6:230 - Library Media Program
  - LLC Learning Resource Selection Policy
  - Request for Reconsideration of Media Form
  - Challenge of Educational Media Administrative Procedure
- Titlewave - LLC Directors use this program as part of the process in the vetting/selection of books. Titlewave provides a source of reviews that have been published for the various books
- Selection of Learning Resources include:
  - CUSD 200 Learning Resources Goal Statement
  - Association of Illinois School Library Educators (AISLE) President statement
- Shared Interests
  - Recognize shared interest of schools and parents achieving the selection policy goal.
  - Recognize the difference between a school library and a public library in how a parent might play a role in assisting their child in the selection of books in the library environment.
  - Recognize there are topics that some families would prefer their children not to read about. These preferences are individualized per family.
- Library Media Selection Process Review - Three Discussion Questions:
  - 1) Do you agree with the selection process learning resources goal statement and statement from the AISLE president? If so, how will that impact resources that may be included in our school libraries?
  - 2) What is important for CUSD 200 to consider in involving parents in the selection of their child's library books, recognizing each family's preferences vary?
  - 3) Do you have suggestions for the administration to consider in adjusting our current practices? Are there actions the District should consider taking into account?
- Questions/Comments from the group:
- Can the elementary schools access the same books as MS and HS students? Who determines what materials are in each of the schools? Is it one person making that decision? One person is responsible for carrying that out in their building. Noted book guides, ratings, reviews - commonalities in how they are looking at their books. Is there a current survey out as to what families want their students to have access to?
- Interested in the library association role - Are they making recommendations?
- Does that mean right now there is nothing in place to say you do not want your child to check out books?
- Fourth grade using Destiny. Are they also using Overdrive? Overdrive is only at the HS level.

- Is there interschool borrowing between elementary schools? Often only happens in the case where it is a popular book.
- How are they able to discover books visible at other locations/schools?
- Do parents have access to what is available at each LLC? Each school website contains its LLC library catalog.
- Ratings - are there levels/ratings considered based on the book topic? Do not believe there is a "Do not touch a book on this topic" list. There are books related to some topics that may actually address a topical need a student may have for research projects on specific topics. Reviews have targeted an age-appropriate range for books.
- The table groups discussed the three questions that were listed on the library media selection process review page. Each table was asked to have one person take notes and turn that in at the end of the night. The groups reported out:
  - Group 1: 1) District statement seems incomplete and lacks giving guidance to students; a good starting point. AISLE's statement lacks putting the best interest of students in it. LLC should review books at checkout relevant to class topics; more hands-on assistance. 2) Want the District to have a uniform process with checkout; community members/team helping with this. Could be District-wide or could be school-specific. How seriously are diverse perspectives taken? Are these books included? 3) Suggestions: Library team/Review Board; send an email with checkout selections, communicate to parents. Include info on Destiny. Give parents the opportunity to sign off on those books on certain topics or on any book.
  - Group 2: 1) Add - age and maturity appropriateness; diversity of students and faculty; AISLE - partially worded, no recognition of student or parent choice. 2) Consider the moral, cultural, and religious beliefs of students and parents; involving parents as a consideration, but not a deciding factor. How do we get to that? 3) Add the role of parent participation, more of a partnership. Detail - more detail on responsibility - in how all are involved along the way. Challenge - more transparent.
  - Group 3: 1) makes sense; respecting points of view. 2) Librarians are making decisions in a vacuum, certification revoked, and losing their job; collaborating together with other librarians. Parents should have access to library selections as well. An expert should be making decisions. 3) Not a system in place for parents to monitor: Parents need the ability to block out books they don't want their kids to read. Need a new release list of books that parents can search by topic; and the ability to limit their kids or limit an entire topic for their kids. Parents have control over what their kids have.
  - Group 4: 1) Agree with selection process goal statement, but split on AISLE President's statement. 2&3) - a lot of info already there that people did not know about until tonight. Would be nice for parents to see what kids have checked out previously or currently and let parents know they have this ability. Not practical for librarians to monitor every checkout. 3) Label new acquisitions as a category. Is the list of pulled books available to the community? Does the community know where that is, how to access it?
  - Group 5: 1) In general, agree with the statements, but can there be too much input from just one person? 2) Some parental information on what books their kids are checking out, some way of knowing. May be certain topics families do not want their kids to check out. More checks and balances/parent involvement to be informed. 3) Use technology to inform parents what their kids have access to. Puts a lot back on the parents, making them be part of the process.
  - Group 6: 1) Policy has not been amended since 2004, a lot more controversial things. 2) One person picking books, should be a group/committee. Let parents know what their children are checking out. 3) Procedures: could we have groups of people coming

together. to purchase books collectively based on the statement in there? Can there be a way to inform parents when certain books are checked out, overdue?

- Group 7: 1) Defining the policy; making the policy available to parents. 2) How do we engage in the process of restricting books, where to find it, and have access? 3) Review Board - how do we know when this is happening and have people be involved? Need to feel validated and heard. Communication - less informative and more inviting. What happens to the book during the process? Is it being used in the meantime? Sending the same message to students. In the 2021 HS handbooks, there are standards for students - they cannot send out obscene materials, but we can have obscene materials on the library bookshelves.

- The feedback forms were collected by Mrs. Murphy.

### **Review and Discussion of CAC Application for 2022-2023**

- Two subcommittees will be formed. If you are interested in participating, please reach out to Dr. Schuler. One subcommittee will look at membership for next year. The first step is making the application available to the community. Dr. Schuler asked for feedback on the application itself. Encouraged the group to think about and align with the CAC bylaws and the criteria for membership. The second subcommittee will review the CAC Bylaws. The criteria for membership speaks to diversity, geography - pair that with the application itself. Last year was the first year we had to use a subcommittee - more applicants than positions.
- Question - Do we know how many spots will be open next year? Those on 5 years will roll off and we will survey existing CAC members asking if there is interest in returning next year. Do not anticipate it will be a significant number.
- Each table group was asked to review the current CAC application and provide feedback. This feedback was collected at the end of the meeting.

### **What is the Buzz?**

- School Communication and Senior Citizens - how are we communicating with seniors? They are not always tech-savvy; are there other channels/outlets for seniors to tap into? Direct mail or the local public access channel? Recognizing they may not have students in the District.
- Illinois Youth Survey that was sent out (MS level) - detailed questions; some related to drugs and alcohol; felt like a lot. Could parents opt out of it? Very detailed to go out to MS audience, need more context for that. Do all of the middle schools participate in that survey?
- Preschool world - How do you decide who gets full-time vs part-time Kindergarten? What does this process look like? A lot of anxiety over who gets in.
- Discussion (mostly at MS and HS level) around teachers and faculty inquiring as to who is vaccinated, who is not. Equality issue, parents feeling as if singling out those that are not vaccinated. What is the protocol on this that is being communicated to the educators in the district? Can be very polarizing. Is there a way that we could nip that in the bud? Is there a District policy - what is the stance on that? If they are not supposed to discuss this, give a gentle reminder.
- A Longfellow student hit his face on the ice at recess. The student did not go to the nurse and the teacher did not know this occurred since the bruising was under the mask. This is the first time having masks - important things can be missed. There are health issues that can arise.
- Equality and what is appropriate for recess; shortage of staff, some kids getting in trouble for something minor and others are not. (Example - student shoved in line and broke a collarbone. There were no repercussions. Yet other boys goofing around and no one is hurt, and they are pulled out of recess). Where is the standard and equality for that? Recognize there is an administration that is overwhelmed right now.

- Tom DeVore's case may come to a resolution tomorrow. What is going to happen? Some schools threatening to go remote. Is the district prepared for that? And, how are we going to react to it? How will teachers feel teaching in the classroom if kids are not wearing masks?

**Adjourn**

Motion to adjourn: D. Diesing; seconded by: D. Kruse; All in favor.

The meeting was adjourned at 8:39 pm.