

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, May 17, 2023, at 7:00 – 8:30 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. Approval of Minutes – April 19, 2023
4. Student Use of Technology – Feedback on Parent Resources
5. Vision 2026 – Feedback on Student Attendance Strategies
6. What is the Buzz?
7. Adjourn



Rob Hanlon
Board of Education, District 200



Superintendent of Schools, District 200

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Citizens Advisory Committee (CAC)

May 17, 2023 - Meeting at SSC

Call to Order

- The meeting was called to order at 7:03 pm by Dr. Schuler/Chair Greg Biziarek.
- This meeting was conducted in the BOE Room at the SSC.
- 21 CAC members were present for the meeting.
- Others present: Superintendent Dr. Jeff Schuler, Asst. Supt. Chris Silagi, Exec Director of Innovation & Technology Jason Spencer, Director of Communications Erica Loiacono, Board Member Angela Blatner

Public Comment

- None

Approval of Minutes from April 19, 2023

- Motion to approve the minutes: G. Aimonette; second: N. Mead. All in favor.
- The minutes of April 19, 2023, were approved.

Opening Information

- The CAC membership subcommittee met Monday. The recommended roster will be in front of the Board at the June meeting.
- Dr. Schuler shared information from a major collaborative study conducted by Harvard and Stanford Universities which evaluated student performance through the pandemic and attempted to quantify the learning loss experienced by most students.
- The focus was on math and reading.
- This study drilled down to the individual District level and looked at whether there was learning loss between 2019 and 2022 as a result of the pandemic; if so, how much; and what factors most impacted student learning during this time (for example: the amount of instructional time in person 2020-21 school year).
- Used state test data from each of the 40 states reviewed and looked at achievement scores for grades 3-8. Every District received an outcome score.
- The average public school student lost a half of a year in math and a quarter of a year in reading from 2019 to 2022.
- Good news - District 200 students showed positive scores for both math and reading (positive meaning they have improved in the last three years from 2019 to 2022).
- Scatterplots for large districts in Illinois for both math and reading were shared with the group.
- Article released through the Wall St Journal.
- This is the first study that has been seen by the District post-pandemic.
- This information will be shared with the admins and staff.
- What our teachers and admins did during that time got us on that list - positive. Focused work has continued this year - will continue to have positive results.
- One of the other variables tie into it - Districts with the most significant learning loss - an entire year of learning loss - looked at where did districts spend their recovery dollars? District 200 focused a lot of our dollars on that intervention piece.

Student Use of Technology - Feedback on Parent Resources

- Jason Spencer - Executive Director of Innovation and Technology
- This is a follow-up/update after the last CAC meeting.
- Review some of the resources we ended with last time. Provided a handout on Parental Resources for Navigating Digital Environments. A QR code with information was also available. Resources included:
 - Educate and Communicate
 - ConnectSafely.org
 - Center for Humane Technology
 - Commonsense.org
 - Web Activity Reports
 - Filtering Home Networks (example - OpenDNS)
 - Parental Restrictions on Phones
 - Apple iPhones
 - Android Phones (Google family link)
- An update was also provided on the parent portal piece - the parent's ability to sign up for the web portal piece. The upload just happened this past Monday. The first communication will come after one week's worth of data has been compiled. Referenced email of 4/21/23 with the information.
- Discussion questions for the table groups:
 - 1) What questions (if any) do you have regarding the resources shared last month?
 - 2) Are there any additional topics or resources not addressed in the resources that you feel would be of benefit to families?
 - 3) How can other CUSD200 families be exposed to these resources and information?
- Table groups were asked to have one person from each group document the discussion on the provided page for each of the questions.
- Some information shared from the groups:
- 1) What questions (if any) do you have regarding the resources shared last month?
 - Like the one-pager sent out on the 21st; accessible on the District site - all the better.
 - Thought all the parents in the District would benefit from the presentation; tie into behavioral issues; think parents at schools/PTAs would love this presentation.
 - The idea to present and record at one PTA and distribute/link the recording for all.
 - Noted this should be part of the night for incoming parents at the HS level; work into the curriculum night at the different levels.
 - Do you think people would do videos on demand? 5 min chunks; digestible pieces of information.
 - Provide info at roundups and step-up nights at the various levels.
 - Think you should do it live first and then offer it as a video later.
 - Are there resources in other languages for parents that do not speak English?
- 2) Are there any additional topics or resources not addressed in the resources that you feel would be of benefit to families?
 - Teeing up how to talk to kids.
 - Pupils using Chat GPT - teach kids and parents what this implies and how this will affect education. Will be part of Google - it is here to stay.
 - Helpful to have a quick and dirty intro - best practices; top 3 things to be doing with a device.

- The place for parents to go to request specific sites to be blocked.
- Communication piece and behavior piece how we communicate with each other online - part of digital citizenship. There is an entire unit on that - want to give expectations to students on this. Students need more practice in doing those types of things (SEL work).
- Helpful for parents around Google Classroom - a good way for parents to make sure kids are doing their assignments. ParentVue does not have as much info as Google Classroom.
- Mr. Spencer noted parents can only sign up for a report. Google working on a way for parents to observe classroom pieces. Any concerns with privacy on that? Google has not outlined how that will look as of yet, just it is coming.
- Google Classroom - teachers put information in different ways. How to standardize and be mindful of that and how to post things for parents.
- Parents can log into their student's Google Classroom.

Vision 2026 - Feedback on Student Attendance Strategies

- As we have looked at some of our data from the year - track attendance in 2 ways - aggregate and percentage rate (those missed more than 10%). Still coming out of pandemic - not recovered to pre-pandemic rates. Tonight will share the work that Dr. Silagi and the team are doing in this area.
- Dr. Silagi noted the main focus of tonight - feedback on proactive and reactive communication.
- A presentation was provided on Attendance Feedback and Strategies, which included the following:
 - Why Attendance Matters
 - Student Learning
 - Student Experiences
 - Percentage of Students With at Least 90% Attendance
 - Percentage by Year for District 200 and the State for 2017-18, 2018-19, 2020-21, and 2021-22.
 - Trend data - the decrease over the last five years on both levels.
 - The National Rate - 67% in 2022
 - Why?
 - Illness
 - Less Value Placed on In-Person Attendance
 - Other
 - What Can We Do About It?
 - Engaging and Connected Learning Environments
 - High Expectations for Attendance
 - Proactive Communication
 - Data Analysis
 - Tiered Supports and Interventions
 - Engaging and Connected Learning Environments and High Expectations for Attendance
 - Quality Instruction and Curriculum
 - High Performance Relationship Teachers
 - Access to Clubs, Activities, Arts, and Athletics
 - Clear Expectations for Attendance

- Proactive Communication
 - District Messaging on the Value of School Attendance
 - Principal Messaging on the Value of School Attendance
 - Teacher Messaging on the Value of School Attendance
- Data Analysis
 - District and School-based Analytic Tool
 - School and District Dashboards
 - Administrative/Team Review Process
- Tiered Support and Interventions
 - School Expectation
 - Written Communication
 - Phone Call
 - Parent/Student Conference
 - Individualized Intervention
 - Outside Care
 - DuPage ROE Truancy
- Feedback and Ideas
 - #1 - Who would you prefer to hear from about the importance of school attendance?
 - #2 - If a school was to send any proactive communication to parents, what messaging will resonate with parents to emphasize the importance of school attendance? Please list phrases, ideas, wording.
 - #3 - If a child has poor attendance, what messaging would resonate with parents and likely have an impact on their willingness to get their child to school?
 - #4 - Are there any other considerations we should take into account as we work to improve student attendance?
- 18% of kids with 18 or more absences (based on 180 days in school year) in 2021-22.
- The data for this year (2022-23) for D200 is trending about the same pace - low 80's percent of students with at least 90% attendance.
- Do we see the same pattern across all grades/levels? It is a little stronger at the secondary level but overall is the same across grade levels.
- Not everybody works the way they used to - a lot more of parents are working from home.
- Students that commute in that are part of the homeless population (McKinney Vento) are included in the numbers. The District has 222 homeless students out of just under 12,000 students, and there is inconsistency in the attendance rate for students. The McKinney Vento rate has not largely increased.
- Opportunity - there are things we are doing as a District, but also things we can be doing.
- We have a data analytic tool that was brought on mid-year and can measure this in real time.
- Would it be possible to have an email generated for each parent when a student is out? Unsure if this can be automatically generated, but admins are able to receive weekly reports. Noted the email should be non-judgmental but a confirmation.
- The parents should know someone is watching attendance.
- The cutoff for Class C misdemeanors. There is no hard number for this. The District doing everything it can to work with families on this issue. The role of the ROE working with the District in the past vs. currently on families with student attendance issues.

- Proactive communication - want to do this at the front end of the school year. Going to ask for insight into a sample letter from the principal.
- Data analysis - will have both district and school-based analytic tools, reports; school and district dashboards.
- How do we really move kids?
- Asked the table groups to discuss the four questions and have one person at each table record comments. Also distributed a sample draft attendance letter - proactive communication from the principal. The comments documented will be collected.
- Some information shared from the groups:
 - The impact of the chart reflects the importance of attendance and academic achievement.
 - Finding a way to adapt the letter/parent communication to specific situations. Does not seem like it should be a “one size fits all” letter.
 - Principals know there are legit circumstances when they review report of absences.
 - Communicate to parents - what percentage of days their student has been out.
 - Easy way to go into attendance to see (parents) - what percentage and total count for the year.
 - ParentVue is glitchy.
 - If over 10 days, is it flagged? Number of days vs. percentage.
 - Privileges being withheld if they miss a certain percentage of days- communicate this to kids and give them an opportunity for ownership; motivating for the kids.
 - Specificity - what are you going to miss - activities, academically. Should this be communicated by teachers?
 - The importance of the teacher communication regarding attendance - a phone call means a whole lot and telling them how their learning is being impacted.
 - Excused vs unexcused absences - what you can do moving forward and legally?
 - Messaging - 1st reach out, not a punitive message - noticed you're gone, missed you. Could be impactful. School refusal is a slippery slope.
 - Important to be positive and welcoming.
 - Message that may resonate with parents - how my child's absence is affecting the class. Think about the class as a whole and affecting peers.
 - Teachers should not be making those communications. Affects the teacher/parent relationship. Should be with counselors, etc.
 - Careful with kids missing for medical reasons, etc, and not being able to participate in activities.
 - Being in school in order to participate in activities.
 - Can look at a lot of different pieces of data - to find some common trends and be more proactive about those kids. Principals reviewing data and reaching out - is everything ok? How can we help you?
 - Is there a trigger, a process? What are they seeing with specific students - beyond attendance issues?
 - Some buildings need to revisit what the attendance recording says - some are covid based recordings.
 - The importance of shifting the message to parents - staying home if sneezing during covid, etc.
- It was noted the District is doing this in the attendance space and in the discipline space as well - to give the building teams the support they need.

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

- Franklin PTA Meeting - parents requesting more presentations in the school like there used to be so they can see the school.
- A 5-year CAC member attending this last meeting shared: amazed to find the diversity of interest, wide variety of opinions, and great interaction of people in the group. District 200 is a great District; having a Superintendent take the time to form and participate in CAC is a testament to the leadership of Dr. Schuler and all of the people that work with him. Hiring qualified teachers was not listed in the top 3 things of importance to the group; astounded by this as teachers are the most important part. Hope we can give them more deference and credit.
- Longfellow Spring Concert held outside at Memorial Park - everyone loved it; wonderful event.
- Concern over teacher aide with a questionable background at Pleasant Hill.
- Middle School track event at WWSHS - great experience; noted live timing - kids and parents loved it.
- 8th-grade "graduation" - can we pull it back - too much. The difference between a graduation vs moving on? Also noted this at the elementary level for 5th graders. The time, resources, and money spent was noted.
- Door to door during election season - word is getting out to have community help with the schools and be involved. Still, many people need to be reached on many topics (noted learning loss and scores). Getting the word out for parents to be involved, join groups like CAC and PTA.

Dr. Schuler noted CAC meetings will be brought back to the School Service Center (SSC) next year.

Adjourn

There was a Motion to adjourn: J. Castino; second: J. Houlihan; All in favor.
The meeting was adjourned at 8:33 pm.