

Curriculum Council Meeting
Tuesday, April 15, 2025 6:30 PM

District Administrative Offices Board Room
2 Friendship Plaza
Addison, Illinois 60101

Agenda

1. Call To Order
2. Roll Call

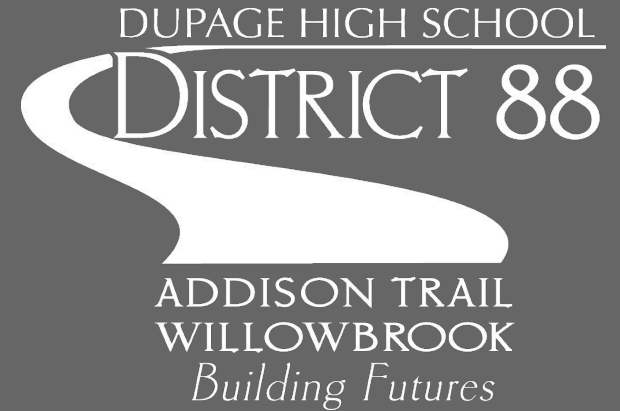
3. **Petitions and Hearings**

It is the practice of this Board of Education to provide a place on the agenda for and welcome comments and suggestions from the public. Board Policy 2:230: The School Board will allocate a maximum of 60 minutes during each regular and special open meeting of the Board, any person may comment to or ask questions of the School Board (public participation), subject to the reasonable constraints established and recorded in this policy's guidelines. The time limit for public participation at a meeting may be extended upon the majority vote of the Board members at the regular or special meeting. The Board listens to comments or questions during public participation; responses to comments to or questions of the Board are most often managed through policy 3:30, Chain of Command. Any person appearing before the Board is expected to conduct themselves with respect and civility for others and otherwise abide by Board policy 8:30 Visitors to and Conduct on School Property.

4. Discussion Item- Curricular priorities for 2025-26

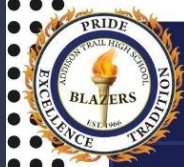
Curriculum Council

April 15, 2025



Career Pathway Revision and Planning

DuPage High School District 88 recognizes the need to prepare students for the realities of today's evolving workforce and post-secondary landscape. The disconnect between education and employment is widening, demanding a more integrated and intentional approach to career readiness. In response, District 88 is committed to providing multiple and diverse pathways to post-secondary success, expanding access to college credits and industry-recognized certifications, and fostering strong community and business partnerships.



Explore. Evolve. Execute. Excel



FRESHMEN EXPLORE

SchoolLinks

- Log into SchoolLinks and create a profile.
- Complete Find Your Path and Would You Rather survey as well as Game of Life.
- Submit Career Goal



Career Exploration Experience

What is a Career Exploration Experience?

- Guest Speakers
- Career Panels
- Career Focused Field Trips
- Internships
- Job Shadow



Future Ready Education

- Consider AP and Dual Credit courses

SOPHOMORES EVOLVE

SchoolLinks

- Update Profile
- Retake Find Your Path and Would You Rather Surveys
- Update Career Goal
- Create a Resume
-



Career Exploration Experience

- Guest Speakers
- Career Panels
- Career Focused Field Trips
- Internships
- Job Shadow



Future Ready Education

- Consider AP and Dual Credit courses

JUNIORS EXECUTE

SchoolLinks

- Update Profile
- Retake Find Your Path and Would You Rather Surveys
- Update Career Goal
- Update Resume
- Track Career Experience Hours
-



Career Exploration Experience

- Guest Speakers
- Career Panels
- Career Focused Field Trips
- Internships
- Job Shadow



Future Ready Education

- Consider AP and Dual Credit courses
- Find Colleges/Training Programs linked to majors/areas of interest.

SENIORS EXCEL

SchoolLinks

- Update Profile
- Retake Find Your Path and Would You Rather Surveys
- Update Career Goal
- Update Resume
- Track Career Experience Hours
-



Career Exploration Experience

- Guest Speakers
- Career Panels
- Career Focused Field Trips
- Internships
- Job Shadow



Future Ready Education

- Complete Post-Secondary College/Training applications.
- Apply for Financial Aid/Scholarship Search
- Application Essays
- Commit to apprenticeship/training program/Employment/2-year or 4-year college - What's Your E?

DUPAGE HIGH SCHOOL
DISTRICT 88
 ADDISON TRAIL
 WILLOWBROOK
Building Futures

D88: Empowering Every Student to Explore, Evolve, Execute, and Excel

Explore. Evolve. Execute. Excel., DuPage High School District 88's new graduation initiative aligns with the district's "What's Your E?" initiative—encouraging students to ENROLL in postsecondary education, ENLIST in the military, or pursue EMPLOYMENT opportunities immediately after high school. This comprehensive framework ensures all students are supported in identifying, planning, and pursuing their unique postsecondary pathways with confidence.

**FRESHMEN EXPLORE:
 Discover Passions and Possibilities**

Goal: Explore career interests through activities, industry exposure, and hands-on learning to identify passions and skills.

Freshman year students are encouraged to embark on an exciting journey of career discovery! Through engaging exploration activities, industry exposure, and hands-on learning opportunities, they can uncover their passions, develop their skills, and explore fields that align with their future aspirations.

**SOPHOMORES EVOLVE:
 Grow, Adapt, and Embrace Challenges.**

Goal: Refine career interests, build skills, and gain confidence through mentorship and hands-on experiences.

Sophomore year students are encouraged to dive deeper into their career interests, sharpen essential skills, and take on greater responsibilities! Through mentorship, work-based learning, and hands-on experiences, they'll build confidence, resilience, and the foundation for future success!

**JUNIORS EXECUTE:
 Take Action and Build Success**

Goal: Apply skills through internships, apprenticeships, and real-world projects to gain leadership and prepare for the future.

Junior year students are encouraged to take their skills to the next level by diving into internships, apprenticeships, and real-world projects! This hands-on experience builds leadership, boosts confidence, and sets the stage for post-secondary success.

**SENIORS EXCEL:
 Achieve Goals and Inspire Others**

Goal: Master career skills, earn certifications, and secure post-secondary opportunities for long-term success.

Senior year students are encouraged to take charge of their future by mastering career skills, earning valuable certifications, and securing exciting post-secondary opportunities! Whether heading to college, technical training, or the workforce, they are building a strong foundation for long-term success.

Why This Matters:

With Explore, Evolve, Execute, Excel., students gain clarity, experience, and confidence to transition successfully into their postsecondary journey. By integrating SchoolLinks' Individualized Learning Plan (ILP) throughout all four years, students receive personalized support, ensuring they graduate with a clear, actionable plan for their future.

Key Benefits of the Explore, Evolve, Execute, Excel. Framework

This structured career readiness model, enhanced by SchoolLinks, provides a clear roadmap for student success and directly connects with our "What's Your E?":

1. Early Career Exploration & Informed Decision-Making
2. Skill Development & Real-World Application
3. Stronger Industry & Community Connections
4. Increased Confidence, Responsibility & Leadership
5. Personalized Pathways for Postsecondary Success

Supporting Parents and Families

Parents play a vital role in this journey. By staying involved, fostering independence, and creating a supportive environment, families can empower students to thrive and achieve their aspirations.



Career Pathway Revision and Planning

Graduation Requirement Recommendation

Beginning in August of 2026, all District 88 graduates must have a post-secondary commitment and must have completed at least one career-related experience. Each student will create an individual learning plan (ILP) to facilitate this process.



◆ Work-Based Learning Opportunities for Students & Industry Partners ◆

Career-Related Experiences for Students May Include:

- Paid or unpaid internships/apprenticeships
- Short-term job shadowing (e.g., Career & Heritage Spanish Career Fluency students)
- On-site shadowing experiences (in-person or virtual)
- One-time authentic projects from industry partners (can be remote work)
- Participation in industry panel presentations/discussions (in-person or via Zoom)
- Active participation in a career fair
- Mentoring with an industry professional (in-person or virtual)

Work-Based Learning Options for Industry Partners:

- Join a career pathway advisory committee
- Offer paid or unpaid internships/apprenticeships
- Host short-term student job shadowing
- Provide one-time real-world projects (remote or in-person)
- Present in classrooms or participate in industry panels (in-person or virtual)
- Attend and engage in career fairs
- Mentor students (in-person or virtual)
- Offer training or employment opportunities for students with special needs, supported by a D88 vocational coach
- Support transition plans for students with special needs through training or job placement

Curriculum Documents and Guidelines

Our goal is to ensure that our curriculum is aligned with established standards and to provide students with a high-quality, consistent, and equitable learning experience. A well-aligned curriculum supports clear learning goals, effective instruction, and meaningful assessments that prepare students for success. Equally important is our commitment to transparency with the community—keeping families, stakeholders, and the public informed about what and how students learn.

Curriculum Templates and Documents

[Syllabus Template](#)

[Unit Pacing Guide Template](#)

Google Classroom

To provide consistency for students, every Google Classroom should include:

- Course syllabus
- Class schedule with due dates
- Instructional materials for each lesson



Computer Literacy Standards

[LINK](#) to ISBE Computer Literacy Standards Document

[LINK](#) to results of Department Head survey

Multi-Year Plan

Year 1 (2025-2026)

Create and roll out video tutorials that cover basic information required by ISBE Computer Literacy Standards that students will review during ATR/Warrior Time.

Review grade 9 LMC orientation curriculum and launch a grade 11 orientation program

Year 2 (2026-2027)

Identify specific areas related to computer literacy that can be targeted to support learning in core classes and build library resources to support learning targets. Linking computer literacy to media literacy skills to improve student learning outcomes in CTE, English, and Social Studies classes.

Year 3 (2027-2028)

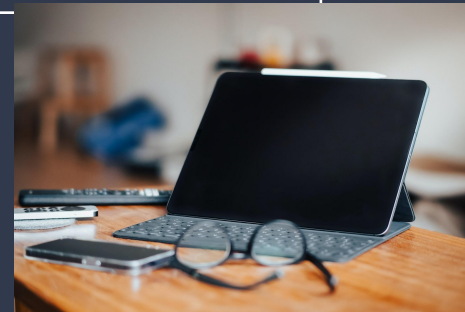
Expanding year two plan to Math and Science.

Computer Literacy Standards

Basic Operations, Concepts, and Keyboarding (BOCK)

Students understand the fundamental concepts of operations and the various technology devices. They also leverage technology to set and demonstrate competency in their learning goals. Students will be able to build their fine motor skills, along with increasing hand-eye coordination, as they begin to demonstrate the ability to use basic keyboard functions and touchscreen devices.

Secure by End of Freshman Year		D88 Action
CL.BLOCK.15	Understand all rules and guidelines in the school's acceptable use policy	Video during WT and ATR through SchooLinks
CL.BOCK.16	Understand Fair Use guidelines and their application to all forms of work	Video during WT and ATR through SchooLinks



Computer Literacy Standards

Data Management and Security

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students will be able to plan, implement, and monitor cybersecurity measures to ensure system and account protection.

Secure by End of Junior Year		D88 Action
CL.DMS.8	Effectively apply and use multi-factor authentication services and applications to secure sensitive information and files	Video during WT and ATR through SchoolLinks
CL.DMS.11	Distinguish between safe and unsafe practices when using online applications (eg, gaming platforms, social media, virtual discussion platforms)	Video during WT and ATR through SchoolLinks

Computer Literacy Standards

Internet Searching and Online Databases

Students will use media literacy skills, civic-developed skills, and strategies to evaluate digital tools and resources to research a topic, organize information, and share their findings with others.

Secure by End of Sophomore Year		D88 Action
CL.ISOD.9	Conduct an image search (eg, the Google Reverse Image tools, TinEye, geolocation, Google Street View)	Built into LMC orientation curriculum
Secure by End of Junior Year		D88 Action
CL.ISOD.8	Use digital tools or platforms to organize, display, annotate, and/or share a curated collection	Embedded across D88 curriculum

Artificial Intelligence Policy

- Summary of staff feedback [LINK](#)
- [DRAFT Policy Google site](#)
- Professional development
 - JLT training with Eric Santos on April 23, 2025
 - All staff training with Eric Santos on May 2, 2025 (Institute Day)
 - Continued all staff training with Eric Santos during start of school Institute Days

Student Handbook Revision

Honor Roll Eligibility

The Distinction Honor Roll requires a grade point average of at least 3.5 for the marking period. ~~and all grades must be an A, B, C, or P.~~ The Merit Honor Roll requires an average of 3.0 to 3.49. ~~The Merit Honor Roll allows grades of A, B, C, D, and P, but not F's or Incompletes.~~ No student with the grade of I is given honor roll status until the work is completed.

Revised:

The Distinction Honor Roll requires a grade point average of at least 3.5 for the marking period. The Merit Honor Roll requires an average of 3.0 to 3.49. No student with the grade of I is given honor roll status until the work is completed.

Thank you!

- 4.A. Student post-secondary plans
- 4.B. Curriculum Documents Guidance
- 4.C. Computer Literacy Standards Update
- 4.D. AI Policy
 - 4.D.1) Summary of staff feedback
 - 4.D.2) Draft Policy
- 4.E. Student Handbook revision of the Honor Roll requirement
- 5. Upcoming Agenda Items
- 6. **Public Comments** It is the practice of this Board of Education to provide a place on the agenda for and welcome comments and suggestions from the public. Board Policy 2:230: The School Board will allocate a maximum of 60 minutes during each regular and special open meeting of the Board, any person may comment to or ask questions of the School Board (public participation), subject to the reasonable constraints established and recorded in this policy's guidelines. The time limit for public participation at a meeting may be extended upon the majority vote of the Board members at the regular or special meeting. The Board listens to comments or questions during public participation; responses to comments to or questions of the Board are most often managed through policy 3:30, Chain of Command. Any person appearing before the Board is expected to conduct themselves with respect and civility for others and otherwise abide by Board policy 8:30 Visitors to and Conduct on School Property.
- 7. Adjournment