



*...from the April 10, 2018 Board of Education Meeting*

## **RECOGNITION**

### **Congratulations York National Merit Finalists!**

Nine York Community High School seniors named among the 16,000 National Merit Semifinalists identified by the National Merit Scholarship Corporation (NMSC) this fall were recently confirmed as NMSC Finalists. They are: Hannah Cronin, Matthew Dardick, Linnea Dierksheide, Courtney Jope, Carina Kanzler, Luke Rozmus, Anshul Shah, Katherine Tomaska and Christopher Ziebert. These students were honored by proclamation of the Elmhurst District 205 Board of Education at its April 10 meeting.

"We are so incredibly proud of these students for their tenacious dedication to academia. They are being recognized for going above and beyond in an extraordinarily challenging selection process. I am thrilled for the students and the opportunities this will provide them moving forward," said York High School Principal Erin DeLuga.

All NMSC Finalists will be considered for National Merit Scholarships offered in 2018. The selection of some 7,500 Merit Scholarship winners from the group of more than 15,000 Finalists is now in progress. Scholarship winners will be announced by NMSC in four groups from April through July. Thus far, three York Finalists (Linnea, Carina and Katherine) have been named as recipients of \$2,500 National Merit Scholarships. And two York Finalists have been selected as corporate sponsored scholarship winners: Anshul by Alliance Data Systems and Ashley by CDK Global, LLC.

## **REPORTS AND PRESENTATIONS**

### **Improvement of Reading Instruction**

Dr. Mary Henderson, Assistant Superintendent for Learning and Leadership, along with teams from Hawthorne and Emerson, presented [\*Improving Reading Instruction at the Elementary Level\*](#). Using the Fountas and Pinnell one-to-one assessment, teachers have been able to target students' weaknesses and improve their literacy skills.

"Last fall, 23% of students entering fourth grade were reading below grade level," said Dr. Henderson. "Prior to this year, we didn't have Fountas and Pinnell and teachers did not have the ability to access students' strengths and weaknesses. F & P provides targeted instruction which helped that percentage drop in winter data." Spring testing will be held in May.

Hawthorne first grade teacher Beth Allaire gave specific examples of how she uses Fountas and Pinnell, noting its importance as real-time assessment tool.

Hawthorne Instructional Coach Effie Nassis discussed next steps – ongoing training around uniform administration of assessment and data collection/analysis, as well as utilization of resources.

Emerson Principal Michelle Thompson, along with third grade teacher Erika Bradley and first grade teacher Carly Witt, shared how they use their acceleration period and the role data plays in Professional Learning Community planning.

"An important data point is the percentage of students who meet or exceed the standard. Emerson third graders moved from 69% meets or exceeds in fall to 79% in winter," said Dr. Thompson. "The change in our classrooms is dramatic and I couldn't be more proud! The monies we have invested in professional development is really paying off. Support of our priorities by PTAs that are supplementing reading materials is also critical."

## **Boundaries Study**

Matthew Cropper, of president of Cropper GIS, presented a [boundaries option analysis with maps](#). Using District data we have the ability to create efficient and accurate boundary options. Capacity varies from school to school.

The purpose of boundary adjustments in association with a future construction project is as follows:

- 1) Increase space to accommodate All-Day Kindergarten;
- 2) Balance class sizes across the District; and
- 3) As an auxiliary benefit, depending on community feedback and any subsequent Board decisions, provide options for housing students during the various phases of construction.

### Option A

This option would move 47 students from the northern sector of the Jackson attendance area north to Lincoln, move 88 students from the northern sector of the Lincoln attendance area north to Hawthorne, and move 62 students from the eastern sector of the Hawthorne attendance area east to Edison.

This would accomplish all of the established goals in considering boundary adjustments. The capacity estimates at the schools are nearly evened out, allowing for flexibility for future enrollment growth. While the capacity at Edison initially appears low, I have confirmed with the architects that that as the additional students result in increased kindergarten sections, there will be a need for the estimated amount of space reflected in the draft concepts. This flexibility at this stage allows us options for future program expansion (such as Chinese Dual Language, other currently unforeseen needs, and future enrollment growth), or as the plans evolve from concepts to the design phase, the possibility to reduce the size of the expansion at Edison School, resulting in a slightly lower cost to the overall project.

### Option B

The current draft facilities concepts include renovating Field School. If that were changed to building a new Field School, there was some talk that due to site and code constraints, it may not be able to be built as large as the current school. Initial thoughts by the architects are that a school could be built to accommodate the current number of students at Field, but Option B includes a provision to move 47 more students south to Edison School if that should become necessary, or if Field gets more students from the Berteau Development than it is currently experiencing.

### Additional Considerations

There is a sliver of students west of Route 83 that are bused to Fischer School. As the District monitors the Dual Language program, it could be possible to move those students to Emerson School.

The capacity estimates also allow for projected increased kindergarten enrollment in the District as a result of the anticipated move from a half day to a full day model.

The impact on the middle school enrollment is minimal. If we kept the same middle school boundaries, 48 current Bryan students would attend Sandburg. This could negate the need to add additional classroom space at Bryan, as was included in some of the preliminary thinking.

### Summary

In either option, no current students would be affected, as they would either have moved on to middle school by the time construction is completed or could be grandfathered in at their existing schools for a year or two. Additionally, all of the students who are moved would attend a new or extensively remodeled school, or attend Hawthorne, which received the most extensive upgrade in the 2006 referendum.

Dr. Moyer noted that this plan would affect only about 5.7% of students and would give us the ability to balance enrollment across the District, implement ADK and would not impact few current families (and if so, those families would be grandfathered in). This gives us some flexibility to add dual language at other schools (or Chinese).

If it is decided to build a new Field (which might require a smaller building), option B provides the option to move a few more students to Edison. The District would also monitor its continued enrollment growth and still have flexibility. This would help eliminate schools operating at near capacity.

"This accomplishes all of our facility goals with minimal movement of students," noted Dr. Moyer. "This is a tentative theoretical concept. We do need to communicate there could be slight differences and that we'd probably need to rerun this study closer to construction.

"Forecast assumptions included addressing the two most aging buildings (Lincoln and Field), the possibility for ADK (no grade level centers) and balancing class sizes (similar utilization percentages), as well as being able to monitor dual language implementation," he said.

### **Student Fees**

Chris Whelton, Assistant Superintendent for Finance & Operations, presented [PreK-8 student fees](#) and [York High School student fees](#) for 2018-19. PreK-8 fees are based on actual costs.

#### PreK – 8 Student Academic Fees

- PreK and K increase by \$12
- Grades 1-5 decrease by \$9
- Grades 6-8 decrease by \$2
  - Instrumental music for grade 6 decreases by \$120
  - Vocal music for grade 6 decreases by \$35

#### Middle School Athletics – two tiers; families pay 25% of actual cost

- Boys and Girls cross country and track - \$30
- Boys and Girls basketball and volleyball - \$100

Fee waivers will be extended to students whose families meet the financial requirements.

There were few changes to the York High School fees, including an Algebra II fee of \$15 and a Chromebook increase from \$300 to \$325 (for the higher version being introduced next year).

Next school year will see the same four-tier system for athletics. Boys and girls sports are now in the same tier.

York Athletics – four tiers; families pay 20% of actual cost

- Tier 1 Boys and Girls cross country, track, tennis and soccer - \$100, a \$25 decrease
- Tier 2 Boys and Girls lacrosse, swimming, water polo, gymnastics and badminton - \$155, a \$5 increase
- Tier 3 Boys and Girls volleyball, baseball, softball, Special Olympics, pompons, wrestling, football - \$200, a \$25 increase
- Tier 4 Boys and Girls basketball, golf, cheerleading, bowling - \$250, a \$50 increase

Fee waivers will be extended to students whose families meet the financial requirements.

“We will be moving to have the fee waiver apply and are changing from a family cap to a per student cap of \$400,” said Mr. Whelton. “We will bring that recommendation to the next meeting for a vote.”

### **Technology Update**

Dr. Mark Cohen, Assistant Superintendent for Growth and Innovation, along with Instructional Coach Katie Diebold, York Science Department chair Stephanie Szymonik, Jackson first grade teacher Jessica Vega and Emerson second grade teacher Sandy Wenig, presented a [Mobile Learning Implementation \(MLI\) Update](#).

They gave a history of the pilot years (2012-2015) and the implementation years (2015-2018), as well as a rationale for the investment in technology. They also provided teacher feedback samples on the topics of creativity, student-to-device ratios and device types.

K-2 Mobile Learning Implementation recommendations include that iPads be deployed at the kindergarten and 1st grade levels and that:

- 2:1 student to device ratio at K; 1:1 ratio at 1st grade
- No keyboards at this time
- Touchscreen Chromebooks deployed at 2nd grade
- A 1:1 student to device ratio

“This fits our concept of being future ready and future focused, allowing for collaboration in the digital space beyond the walls of the classroom,” said Dr. Cohen.

Katie Diebold reported that technology supports the metacognitive reflective writing process, according to English teacher Brianne Kennedy-Brooks. “Graphs are instant and teachers can make quick decisions. Teachers at York are able to skip lessons due to the skills students are learning in middle school and bringing to the high school,” she said. York math teacher Eric Westerberg uses software to apply linear functions to the real world, making a potentially dry subject exponentially more interesting.

This is Stephanie Szymonik’s seventh year teaching chemistry. “I can’t believe how enhanced my classroom has become,” she said. “We can collaborate outside of the classroom. We use technology to incorporate differentiation, which results in personalized learning opportunities. Students have choices in learning; teachers are able to teach in different modes, which enhances what we’re able to do.

Hapara (a tool that helps teachers manage student work in the “cloud”) allows me to monitor what students are doing and keep everyone on the same page. I don’t know what I would do without it now.”

Jessica Vega, who has taught four years at Jackson, has been amazed with the difference the addition of technology has made in her first grade classroom. Students created Google slides about their fellow first grade buddies. Click on the following link to view the [D205 Technology Update video](#).

Executive Director of Technology, David Smith, presented a [Technology Update](#) to the Board. “We are continuing to push simplification and efficiency of the environment. We are seeking ways to streamline and consolidate our existing systems to reduce error and delays that get in the way of students and teachers getting what they need.

“We are at about 11,000 end-user devices that are being supported by Tech Support,” said Mr. Smith. Meanwhile the number of employees working in the Technology Department has been flat for 10 years. The grade 6-12 tech fee remains the same for next school year.

## **PERSONNEL REPORT**

The Board voted 5-0 to approve the Personnel Report (two Board members had stepped away from the table at the time of the vote).

## **SUPERINTENDENT’S AGENDA – CONSENT**

The Board voted 7-0 to approve the following item:

- Approval of Agreement with Wight and Company for Community Engagement Support

## **SUPERINTENDENT’S COMMUNICATION**

### **Community Advisory Update**

Dr. Moyer reported that the Community Advisory Team provided some great feedback. “In fact, more than two thirds provided feedback after the meeting via an exit survey and emails. They agreed with the Board about including the boundary details and they urged us to simplify the message, include costs, and demonstrate the educational benefits of each option.

“We worked on simplifying the message by creating a single chart that included those details and allowed us to compare the three plans that Wight presented earlier this year. After I reviewed the options, I thought that there might be a better way to share them with the community and I asked the architects to take another look at what is being included at each level. They will be sharing re-aligned options, along with the costs to rebuild Field, at the April 24 Board meeting. I’m asking Elizabeth Hennessey from Raymond James to provide some funding information by then as well, although she cannot be at the meeting,” he said.

Executive Director of Communications Melea Smith reported the addition of three Community Advisory Team (CAT) members, due to a glitch with the matrix. “Communications consultant Marcia Sutter was given wrong information. At the March 20 Board meeting, she stated that we had no CAT applicants under 35. As it turns out, we had a number of applicants.

“Last week, via lottery, we chose three under 35 representatives from among the 11 people who

applied and fit that demographic. I want to thank Robin Petchul for bringing the Under 35 issue to our attention and apologize to her and the other ten applicants for the error," said Ms. Smith. "We'll get the three new members up to speed before our next meeting. We are looking forward to their contributions."

"As Dr. Moyer mentioned, you'll be hearing more from the Wight team later this month. Because of that process, along with the newly-received boundary information, we've put the Lincoln/Field/Edison focus groups, which were supposed to begin tomorrow, on hold. I anticipate that you will be seeing a draft of the community presentation on May 8, and we will hold the first community meeting on May 12 instead of April 30. The April 30 meeting has now been moved to May 30 at Sandburg. We will also need to move the April 23 CAT meeting to April 30," she continued.

"Repackaging the Master Facility Plan options has impacted scheduling. With the end of the school year quickly approaching, time and our options for comprehensive community engagement are limited. In order to preserve the November election option, we will have to condense the process," she reported.

In other updates, the Annual Report, which promotes the Future Focused community meeting dates, will be mailed to the entire D205 community. It is almost ready to be sent. Related Talk205 messages, newspaper reminders and social media posts are also planned.

The Future Focused meeting schedule is: Saturday, May 12, from 9:30 – 11:30 AM at York Community High School; Monday, May 14, from 7 – 9 PM at Churchville Middle School; Wednesday, May 23, from 7 – 9 PM at Bryan Middle School; and Wednesday, May 30, from 7 – 9 PM at Sandburg Middle School. These meetings, which will present the same content, are open to the entire community. People can chose the date that best suits their schedule.

For further information, please visit [www.elmhurst205.org/masterfacilityplan](http://www.elmhurst205.org/masterfacilityplan).

## **BOARD COMMUNICATION**

None for this meeting.

## **CLOSED SESSION ACTION**

The Board approved the Administration's recommendation of the expulsion of Student A for the remainder of 2017-18, for all of the 2018-19 school year and for the first semester of 2019-20. The vote was 6-0, with one vote of present.

The Board voted 7-0 to approve the resolution of the honorable dismissal of teachers.

## **FORTHCOMING MEETINGS**

**May 8** – Board of Education Meeting – 7:30 PM – District 205 Center

**May 22** – Board of Education Meeting – 7:30 PM – District 205 Center

**June 19** - Board of Education Meeting – 7:30 PM – District 205 Center

**NOTE:** Video footage of all Board of Education regular meetings is usually posted on [205TV](http://205TV) within 48-72 hours. Audio is posted within 24 hours at <http://www.elmhurst205.org/Audio> (please click

on appropriate meeting date). Past editions of Board Highlights are posted/archived at [www.elmhurst205.org/BOE\\_highlights](http://www.elmhurst205.org/BOE_highlights).