



...from the July 17, 2018 Board of Education Meeting

RECOGNITION

Boys Track and Field State Champion

York Community High School recent graduate Charlie Kern, Jr., finished second in the 800-meter race at the 86th DuPage County Boys Track & Field championship competition held at Naperville Central High School on May 4, 2018. In addition, during the 3,200-meter relay, Charlie finished more than four seconds ahead of his competitors and ultimately set a DuPage County meet record of 1:52.56, the fastest in the State.

Charlie Jr. was awarded All-State honors at this meet, as well as receiving a full-ride scholarship to the University of Missouri for cross country and track. For the past four years he has been coached by his father, current head coach Charlie Kern, Sr., as well as by assistant coaches Steve Boyd, Jim Hedman, Matt Mimlitz, Ben Sharko and Reed Sundberg. And Mr. Joe Newton played a part as well.

As a sophomore in 2015, Charlie finished second in the Class 3A Boys Cross Country State Meet with a time of 14:22, producing the strongest finish of any area runner.

Coach Kern thanked the teachers, coaches and staff of District 205 for the invaluable education and experience that his son gained while in the Elmhurst public school system.

REPORTS AND PRESENTATIONS

Education First Finland Tour/Global Leadership Conference

Superintendent Dr. David Moyer reported that he and Associate Superintendent for Learning and Leadership Development Dr. Mary Henderson were invited to be among 32 U.S. educators who received a scholarship to travel to Helsinki and study the Finnish education system. They also accompanied the group to Berlin, Germany for a Global Leadership Summit with educators and students from across the world ([view synopsis](#)). The theme of the conference was *The Influence of Technology on Society*.

Highlights of the Helsinki trip included a keynote address by Par Stenback, former Minister of Education and Foreign Affairs, and workshop sessions by Petteri Elo, a Fulbright Scholar and teacher leader, as well as Tim Walker, author of the book *Teach Like Finland*.

Other activities included student presentations and Q&A sessions and drop-in sessions with teachers and principals focused on various elements of the Finnish philosophy. One topic that Elo addressed was revisited by high school Principal Saira Linkopuu. This instructional approach, which is now law in Finland, is called Phenomenon Based Learning (similar to what we are trying to do with Designed STEM, or what we call Project Based Learning).

The theme of the Global Leadership Summit was viewing the influence of technology through the

lens of five big ideas: environment, communication, economy, culture, and health and wellness.

Jason Latimer, Randi Zuckerberg, Andini Makosinski, and Glen Keane were the keynote speakers. Latimer is arguably one of the most prominent musician in the world and bases his illusions on principals of science and psychology. Zuckerberg created Facebook Live and now produces three television shows. Makosinski is a 20-year old Canadian inventor. Keane is a renowned Disney illustrator and animator (Aladdin, Ariel from *The Little Mermaid*, Tarzan, Pocahontas, and the Beast from *Beauty and the Beast*).

Some additional sessions included information on TED-Ed, a system of incorporating TED talks into school curriculum, using social media to create social change, and Design Thinking. Design Thinking is a system in which problem solving begins by creating empathy for the actual person who is experiencing the problem and involves a formal process for creating potential solutions. This originates out of Stanford University. The five-step process is empathize, define, ideate, prototype, and testing rules.

At the Summit, teams of students participated in a Design Thinking activity, and pitched their idea to the educators who were in attendance. Educators had a vote in selecting the winner, and the winning team will participate in an actual TED Talk and have their idea displayed at the Nobel Museum in Switzerland for one year.

Dr. Moyer has written more about the Finnish philosophy in his latest blog, [Musings on Finland](#).

Student Achievement Report

Associate Superintendent for Innovation and Growth Dr. Mark Cohen introduced the [2017-18 Student Achievement Objectives Annual Report](#), with objectives of increasing student engagement in all grades, early childhood through 12, and developing a balanced assessment system (common formative and summative assessments) that drives student growth.

Director of Literacy Nikki Tammaru noted "We're looking at student data in our Professional Learning Communities. Using the workshop model, our emphasis was on reading this year. This is a 90-minute block of time that provides students with exactly the support they need."

Mrs. Tammaru also gave an update on Standards Based Reporting. "We worked with our pilot schools (Hawthorne and Field) to hash out what our priority standards and proficiency scales are for D205. I give a ton of credit to our leaders and our teachers – work that many had not done before. We created a parent guide, based on feedback received from the pilot schools. Parent presentations were given at the remaining six elementary school this past spring."

Dr. Cohen again emphasized the goal of increasing student engagement, saying "We stepped up our professional development on how to use technology to increase engagement. All of our librarians and many coaches attended the International Society for Technical Education (ISTE) conference in Chicago this summer, where experts from around the world presented sessions on how to effectively use technology to increase engagement."

D205's Mobile Learning Implementation (MLI) continues with year three of utilizing Chromebooks in grades 3-12. Highlights include:

- Chromebooks 1:1 in grades 3-12 in 2017-18
- K-2 Pilot: Emerson - touchscreen Chromebooks (K, 2), Jackson - iPads (K, 1), Edison - touchscreen windows devices (1, 2)

- iPads deployed at kindergarten and 1st grade (2:1 student to device ratio at K; 1:1 ratio at 1st grade)
- Touchscreen Chromebooks deployed at 2nd grade

On the topic of Instructional Rounds, Mrs. Tammaru reported that middle school staff partnered with their feeder schools to learn from each other. The focus for 2017-18 was on rigor again this year (see [Rigor Rubric](#)). We continued to work to build understanding of the rigor/relevance framework.

Director of Curriculum Deb Lee reported that Director of STEM Education Dave Beedy worked with 6-12 teachers on Next Generation Science Standards (NGSS). Mrs. Lee has been spearheading College & Career and Civic Life standards, as well as IL Social Studies Standards. "Students are learning to be able to interpret or devise solutions in novel settings, using knowledge previously acquired," she said.

Mariann Lemke, Executive Director of Research and Program Analysis, talked about framing the Learning and Teaching team's priorities. In an administrative retreat held in May, the team discussed what outcomes they are seeking, what it would take to achieve that instructionally and what needs to be done at the District level in order to support making this happen.

The team is reading Michael Fullan's *Deeper Learning* as part of a Learning for Leaders book study. A [Professional Learning Plan](#) for District leaders has been developed providing a month-by-month schedule of topics and resources.

"The reason we're doing things differently is because our students will be entering a very different world that we have experienced," said Dr. Cohen. "Today's kindergarteners will retire (at age 67) in 2070. What will the world of work look like then?"

Engineering and Medical Pathways will be introduced at York High School this year as part of the launch of Project Lead the Way.

Learning and Teaching Priorities include:

- District instructional vision & key strategies
- Curriculum & assessment development
- Instructional strategies

"We are seeking to personalize instruction for our students. That means meeting the students where they are and moving them forward from there," he concluded.

Acceleration Time Program Analysis

Mariann Lemke also presented a [Year 1 Evaluation of Middle School Acceleration](#).

In 2017-18, Elmhurst Community School District implemented a new program called "acceleration" in its middle schools. The middle school acceleration program is a change in schedules intended to provide dedicated time during the regular school day for extra academic support and opportunities for advancement and engagement. The acceleration period is a 30-minute session offered every day in each middle school. Students in need of additional support in mathematics and reading receive targeted instruction during the acceleration period. Students needing the most support in reading -- tier 3 students -- receive that support during their world language block rather than during acceleration time. Students not participating in interventions during acceleration time take part in enrichment programming on topics such as career and college readiness, coding, mindfulness, strategy games, and many others.

In 2017-18, each acceleration enrichment session or “unit” was three weeks long. Math intervention was originally designed as a 6-week long period, after which students would exit to a three-week enrichment session and re-enter intervention if they did not meet designated exit criteria. Reading interventions were generally designed as ongoing (i.e., students would exit only after meeting designated exit criteria), though ultimately students in each school did end up exiting to take part in enrichment sessions as well.

Both the intervention and enrichment components of acceleration have an associated theory of action which details the necessary resources, activities, and expected outcomes for that component. The acceleration evaluation focuses on the extent to which the resources were available and activities were implemented as planned (implementation), and expected results were achieved (outcomes). It is important to note that because this was the first year of acceleration implementation, some adjustments to the program were made during the year. As a result, information on outcomes may partly reflect those changes and adjustments. Key findings for year 1 of the program follow.

Key Findings

Enrichment Implementation and Outcomes

The theory of action for enrichment was as follows: if we create interesting and engaging enrichment units (based in part on student input), and if we allow students to indicate the units in which they would like to participate, and if we place students in enrichment units based as much as possible on their preferences, then: students will enjoy their enrichment courses, will interact with a broader range of their peers, and teachers will interact with a broader range of students.

In the longer term, students will feel increased ownership over learning, learn about new areas of interest, feel more engaged with school, and teachers will feel satisfied with opportunities to teach their “passions” and a sense of ownership over curricula.

Intervention Implementation and Outcomes

The theory of action for intervention is as follows: if we appropriately identify students for intervention (using Measures of Academic Progress or MAP scores, teacher input and classroom performance) and if teachers provide effective targeted instruction during intervention, then students will feel more confident about their skills and knowledge, will feel supported, and will make academic progress. For math, an additional outcome is that students self-reported capacity in number sense and growth mindset will improve.

Implementation Overall

Staff were surveyed twice during the year about their impressions of implementation overall, encompassing both intervention and enrichment. Most staff rated implementation overall as fair or poor in both December and May. The most common theme about successful aspects of implementation from staff in both surveys related to the fact that students do have some choice, and can explore things that interest them and that they may not experience in their regular coursework.

The second most commonly cited theme related to students having fun, time to relax, or to be in an ungraded environment during acceleration. A number of comments from staff also noted that they felt a successful aspect of implementation was the chance to get to know students in this kind of setting or to get to know different students. The most common challenge cited by respondents was the need to do additional planning work for both intervention and enrichment courses, even when materials were

available (e.g. for enrichment courses that had already been designed and posted). The other most common challenge relates to organization and logistics, and particularly around scheduling and tracking students.

Adjustments to be made for 2018-19 address some implementation and data challenges:

- New scheduling tool available which will also improve data on programming
- Additional STEM courses and other courses available
- Four-week sessions to build in time for Social Emotional Learning, reduce churn, and allow greater relationship-building
- Professional development on guided math; ongoing work on reading workshop
- Algebra readiness map for math intervention
- Focus on Fountas & Pinnell, standards, class work for progress monitoring

Additional lessons learned about evaluation moving forward include: the need for more communication and consultation, ongoing progress monitoring is key, and the need for a longer time frame to establish and examine outcomes. "We may need to focus on fewer outcomes or use a longer time frame to examine them," said Ms. Lemke. "We are also using guidance from District Management Group consultants on sample cost analysis for acceleration that can serve as a model."

Dr. Moyer added that "The January mid-year report helped us to recalibrate. We learned a lot in this first year. We put processes in place to help teachers with implementation. We will work on more systemic ways to improve this process. I have no doubt the year two will be better."

SUPERINTENDENT'S AGENDA – CONSENT

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

- Personnel Reports
- Financial Reports
- Destruction of Verbatim Recordings of Closed Session Minutes
- District Wide Title I Plan
- Disposal of Surplus Technology Equipment
- Contract with EZ Tech Connect for an Interim Technology Services Manager

Board President Kara Caforio read the following statement regarding the deleting of verbatim recordings of closed session minutes:

As part of its efforts to ensure compliance with the Illinois Open Meetings Act, the Board of Education is reviewing its meeting procedures, including the process for review and approval of the minutes and recordings of closed sessions.

Through April of this year, the Board reviewed and approved closed session minutes in closed session. After communication with the District's attorneys and the Illinois Attorney General's Public Access Counselor, the Board determined that the Illinois Open Meetings Act permits review of closed session minutes in closed session, but requires formal approval of the minutes in open session.

The Board will continue to review closed session minutes in closed session, but, beginning with its meeting of May 22nd and going forward, closed session minutes are approved in open session. Also at the May 22nd meeting, the Board began the process of formally approving in open session the closed session minutes which it had previously approved in closed session.

The Open Meetings Act requires the Board to make audio recordings of its closed sessions and keep the recordings for at least 18 months. After that time, the recordings can be destroyed if the minutes of the corresponding closed session have been approved in open session. Tonight, the Board will approve, in open session, the minutes of older closed sessions and then authorize the deletion of the corresponding recordings which are at least 18 months old.

Finally, the Board will continue to determine every six months whether closed session minutes should be released to the public or kept closed in whole or in part. Even though closed session minutes must be approved in open session, opening of the content of closed session minutes to the public is within the discretion of the Board. As part of the six months review, the Board will determine whether to authorize the deletion of the audio recordings of closed sessions which are at least 18 months old.

Regarding the last item, District 205's Technology Services Manager, responsible for all end-user support and related projects, resigned from his position on Friday, June 22, 2018. To successfully deliver on summer projects and support the start of the school year Executive Director of Technology Dave Smith recommends contracting with an interim Technology Services Manager until the position is filled with a permanent hire.

SUPERINTENDENT'S AGENDA – ACTION

The Board voted 7-0 to approve/adopt the following items, one at a time:

- Resolution authorizing and providing for the issue of approximately \$2,900,000 Refunding Debt Certificates, Series 2018, for the purpose of refunding certain outstanding debt certificates, evidencing the rights to payment under an Installment Purchase Agreement, and providing for the sale of said certificates to the purchaser thereof
- Purchase of Services Related to a Data Warehouse and Assessment System (Edis - \$64,500 for 2018-19)
- Funding for York Manufacturing Lab Equipment
- Donation (Conrad Fischer Elementary School)

Assistant Superintendent for Finance and Operation Chris Whelton reported that the Series 2008 Debt Certificates are callable on August 1, 2018 and are eligible for refunding producing savings of approximately \$255,000 over the life of the bonds. This will result in savings of \$28,121 annually. Given the small size of the debt issue (\$2.9 million) and lower cost, the District pursued a competitive, non-rated private placement of Refunding Debt Certificates (versus a rated public sale. The purchaser was BMO Harris Bank with the lowest interest rate of 3.71%.

"This completes every opportunity the Board has had to refinance debt over the past six years, to the tune of over \$15 million that comes right of the tax rolls," said Jim Collins. As a tax payer, President Kara Caforio thanked her fellow Board members for making some tough financial decisions over the years.

Edis a multi-functional and data-centric k12 software platform that customizable, powerful, yet easy to use. Implementing Edis will enable the District to consolidate multiple systems and will provide increased functionality and improved usability. It will also reduce recurring costs by FY20.

With respect to consolidating multiple systems, Edis includes both a data warehouse and assessment module. This will provide one place for staff to go to both assess students and review other related student data (e.g. attendance, grades, historical or other standardized assessment

data). In contrast, currently staff must go to the Mastery Manager system for assessment information and to multiple other systems for other information. Also, by consolidating systems, the District will realize a savings of approximately \$33,500 per year by FY20. The cost of using Edis alone will be \$59,500 per year (plus a one-time fee of \$5,000) compared to approximately \$93,000 per year for the current data warehouse and assessment systems.

In addition, Edis will offer improved usability. The greatest limitation in the current systems is that staff do not find them easy to use or to get relevant data from. Since our existing systems were originally implemented a number of years ago, education technology and technology tools in general have improved and changed significantly. Edis offers more intuitive and user-friendly navigation. Finally, Edis will provide new functionality not available in either of current systems.

The Foundation funds innovation, creativity, and additional resources through Thiems Educational Grants and assists struggling students through financial support of Study Skill Academies at the elementary level. It also seeks to fund initiatives that support the District's vision and mission. Therefore, the Foundation is seeking approval for a gift of up to \$80,000 for the purchase of two manual lathes and two manual mills for the new York High School Manufacturing Lab. There is also some Perkins Grant money available for the project.

"It is our understanding that the lab will be operational next school year, and will be fully integrated into the curriculum with coursework and a manufacturing pathway for the 2019-20 academic year," said Executive Director Lisa Fanelli.

"We believe the manufacturing lab supports a future ready learning environment and creates hands on learning opportunities for an array of students. We hope that by financially supporting this project with a major donation, it will highlight this important expansion of academic opportunities at York, and will encourage others to support it through further donations and partnerships."

Mrs. Caforio gave a huge thanks to the Foundation for this gift. "They work tirelessly to support as many District 205 students as possible."

A new charitable organization, Enchanted Backpack, which is located in the Conrad Fischer attendance boundary, has generously offered to make a donation to Conrad Fischer. The organization's founder, Carol Lavin Bernick's father founded Alberto Culver in the 1950s. The company has been sold and most of the family work is philanthropic in nature. Ms. Bernick's own daughter is now a teacher and Ms. Bernick wanted to help schools in need and, therefore, founded Enchanted Backpack. This is the first year of operation and the goal was to provide supplies to 50 schools in need. Conrad Fischer Elementary School was number 46 on the list and received two vans full of supplies on June 12th for students, teachers and the school with a total value of \$10,128.18. If purchased at retail costs the estimate is over \$40,000.

The donation includes basic school supplies such as markers, crayons, pencils, notebooks and even headphones and ear buds. There are brand new coats, gloves, hats and scarfs, along with hundreds of brand new books, including books in Spanish. In addition there are classroom rugs, games and recess equipment. For teachers, there are electric pencil sharpeners and basic classroom supplies, such as construction paper and tape.

Dr. Margaret Harrell thanked Fischer Principal Jane Bailey for pursuing this opportunity with Enchanted Backpack to provide school supplies to students of District 205.

Both gifts were accepted in accordance with [Board Policy 8:80 – Gifts to the District](#), which states:

The School Board accepts gifts from any education foundation or other entity or individual, provided the gift can be used in a manner compatible with the Board’s education objectives and policies and permits the District to work toward resource equity among its learning centers. The Board accepts only unrestricted gifts, except where the donation(s) is expressly conditioned to fund specific projects or facilities and the Board expressly accepts the condition at the time the acceptance of the donation. The Superintendent or designee may accept gifts under \$500 on behalf of the District without Board approval. The Superintendent shall develop procedures for review and recommendation of donations that involve incorporating messages into or placing messages upon school property. All gifts received become the School District’s property.

SUPERINTENDENT’S COMMUNICATION

All-Day Kindergarten Financial Estimates

Dr. David Moyer provided updated information to the Board on All-Day Kindergarten (ADK) financial projections and the feasibility of an ADK Center ([view report](#)).

Financial Assumptions

These are based on first grade enrollment projections, since 94 additional students are projected for first grade in 2022-23 above the kindergarten projection. The number of 586 is used because the primary reason for the enrollment increase is due to the number of families who choose private ADK providers to compensate for the current lack of ADK programming in District 205.

- 2022-23 Enrollment Projections
- Six percent of students eligible for fee waivers
- 87% of D205 families in 2017-18 indicated an interest in ADK (D205 Survey, Spring 2017)
- In the Fall 2017 [Cordogan Study](#), the \$2,000 tuition district has 83% enrollment in ADK, and the \$3,500 cost district has 70-80% (using 75% average) enrollment in ADK (Sept. 12, 2017, Board of Education Meeting Presentation).
- Boundary adjustments, as indicated in Option D Modified scenario, and that students are equally distributed across grade levels, and that all families in the choice zone attend Edison Elementary School
- Participation is equally distributed among attendance centers
- Four sections of kindergarten at Fischer Elementary School
- Current average teacher cost of \$80,000 annually is increased to \$85,000 annually
- Rounded up in all cases as it relates to projected staffing
- All students who qualify for fee waivers participate

2022-23 Kindergarten Projections			
School	Students	Sections	Increase/Decrease for ADK
Edison	74	3	2
Emerson	80	3	1.5
Field	81	3	1.5
Fischer	87	4	0
Hawthorne	75	3	1.5
Jackson	55	2	0.5

Jefferson	67	3	1.5
Lincoln	92	4	2
Totals	586		
75-87% Participation*	440-510	25	10.5
6% Qualification for Fee Waivers	27-31		
Total Cost Increase			\$1,045,500#
Tuition Break Even Cost			\$2,183-2,532\$

*The number of additional staff required does not change if participation falls within this range.

#This number is the difference between the current 27 sections (13.5 FTE, \$1,080,000) at an average teacher cost of \$80,000 and 25 sections (25 FTE, \$2,125,000) with an average teacher cost of \$85,000.

\$This number changes if the Board were to consider a tiered system with intervals between no charge for fee waiver students/families and the full cost of the break-even amount.

If the District were to charge no fees for ADK, it would need to find approximately \$1,045,500 to cover the cost of the program. While this is possible, information from Focus 205 indicated that the community was supportive of ADK, but not at the expense of other programming.

All-Day Kindergarten Center

During the Focus 205 process, the community expressed a strong interest for preserving neighborhood schools. In addition, several data points reinforced that families would prefer ADK be offered at a neighborhood school. However, in light of the recent discussion of boundary adjustments to increase space to accommodate the program and balance class sizes, questions about the feasibility of an ADK Center have surfaced.

An ADK Center is not recommended for the following reasons:

- The administration believes that it would be necessary to move all students to an ADK Center, including half day students, because it is impossible to predict interest in the program by individual attendance center. In other words, it is possible that if half day were offered at local sites and ADK at a central site that there would be very low class sizes at local schools, which would increase the cost of the program significantly.
- An ADK Center on the Edison site would require either 1) adding on to the existing building as is similarly proposed and redistricting all existing Edison students to other school sites and adding space at various schools across the District to accommodate this or 2) building what is essentially a new school on the existing Edison in addition to the existing school. There does not seem to be a feasible solution to dispersing that many current Edison students to other sites. Including all ADK and Edison students on the existing site would require a relatively massive structure, which is further complicated by the fact that

kindergarten should be housed on the first floor of the building. With the estimates for a new building coming in at approximately \$29M, this would significantly increase the total cost of the project, resulting in either cutting back other proposed elements of the capital improvement project or increasing the average annual cost to the taxpayer.

- A majority of the students would be bused, and it is anticipated that many parents would choose to drive their children. This would create significant traffic issues in the neighborhood and increase safety concerns. Amenities such as play areas, gyms, and cafeteria spaces would become quite complicated.
- An Early Childhood Center that includes ADK at Madison is not possible, due to the storm water detention area. Reclaiming this from the City is likely a political non-starter.
- Other additional considerations such as balancing class sizes and providing flexibility for future enrollment growth or District programming adjustments would be negated.
- If the Board would like to pursue an ADK Center, a November ballot initiative becomes impossible, as the entire draft Master Facilities Plan would have to be revised, and the ability to provide appropriate information prior to August 14 would be next to impossible. This would have an adverse impact on the other drivers of the plan, most notably the need to address Lincoln and Field Schools, safety and security needs across the District, and other needs and enhancement for all students across the District.
- Delaying a ballot question would add significant complications due to an April 2019 Board election and inflationary costs that would likely require the District to either cut back aspects of the proposed capital improvement project or increase the burden on the taxpayer.

Additional Information

Some have asked if a pilot program is possible. The answer is yes. Some schools currently have space. However, it is anticipated that there would be a negative reaction to offering this to some students and not all.

To offer ADK at some sites prior to completion of the project, or in absence of a referendum, the District would either need to offer it to interested parties, with preference given to people who live in specified attendance zones and a lottery system for other families, or go to a complete lottery system and then assign students to the closest schools. Either way, there is a strong likelihood that interested families will be denied and busing costs would increase.

However, within the current Master Facilities Plan, there could be some creative solutions that could allow for ADK to begin one year earlier to completion of the project when Field students are temporarily relocated, but these need to be examined further before a commitment can be made.

Two Board members indicated the need for further information and discussion regarding tuition, which will take place at the special meeting planned for August 8 at 6 PM at the D205 Center.

Freedom of Information Act Requests

Two Freedom of Information Act requests were received:

- One requesting specific emails, which was partially granted and partially denied, and
- One requesting certain meeting minutes, which was granted.

BOARD COMMUNICATIONS

There were none.

FORTHCOMING MEETINGS

August 8 – Special Board of Education Meeting – 6:00 PM – District 205 Center

August 14 – Board of Education Meeting – 7:30 PM – District 205 Center

August 28 – 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](#) within 48-72 hours. Audio is posted within 24 hours at www.elmhurst205.org/Audio (please click on appropriate meeting date). Past editions of Board Highlights are posted/archived at www.elmhurst205.org/BOE_highlights.