



...from the March 21, 2017 Board of Education Meeting

REPORTS AND PRESENTATIONS

Illinois Music Educators Association (ILMEA) All-State Selectees

Twenty-one York High School musicians qualified to participate in the 2017 Illinois Music Educators Association (ILMEA) All-State Festival, held January 25-28 in Peoria. Last fall, approximately 3,000 students from 75 schools throughout Northeastern Illinois auditioned for the honor of All-District band, chorus, orchestra and jazz band participation. All-State students are selected from the nine districts across the State and represent some of the finest high school musicians in Illinois.

All-State Selectees for 2017 from York High School include: Alaina Bottens (Bassoon), Nathan Brown (Percussion), Joelle Chiu (Violin), Amy Choi (Flute), Matthew Dardick (Alto Sax), John Davis (Double Bass), Kirsten Drost (Alto Voice), Andrew French (Double Bass), Jenna Garcia (Violin), Samuel Griffin (Bass), Lauren Hund (Flute), Carina Kanzler (Soprano Voice), Emily Landreth (Alto Voice), Tatum Langley (Alto Voice), Elizabeth Mazzocco (Violin), Shamus McFarlane (Tenor Voice), Jacquelyn Meyer (Soprano Voice), Charles Miller (Tenor Sax –Jazz), Kathryn Mitchell (Soprano Voice), Kevin Shehan (Cello) and Leah Widmaier (Viola) were awarded All-State recognition in their particular musical specialty and performed in the All-State Festival.

Calling this a team effort, York Performing Arts Division Chairman William Riddle recognized his fellow York faculty members, which include: Christopher Gemkow, Rebecca Marianetti, Ray Ostwald, Michael Pavlik, Anna Sapozhnikov and Michelle Scurlock, as well as all District 205 music teachers.

Nationally Certified Psychologists

The Nationally Certified School Psychologist (NCSP) credential recognizes school psychologists who meet rigorous national standards for graduate preparation and continuing professional development. Congratulations are extended to District 205 school psychologists Samantha Arnold and Amy Burton, staff members at York Community High School, who are counted among this year's class of Nationally Certified School Psychologists and join over 14,000 active NCSPs nationally.

School psychologists who hold the NCSP demonstrate their commitment to the highest levels of professionalism, ethical practice, and continuing professional development. The NCSP is administered by the National School Psychology Certification System (NSPCS; established by National Association of School Psychologists) and is open to NASP members, as well as to nonmembers.

Middle School Task Force (MSTF) Update

Assistant Superintendent for Learning and Teaching Mary Baum presented the [Middle School Task Force Update](#). In the fall of 2016, consensus was reached on the qualities of a middle school day:

- Flexibility within the schedule
- Establishment of daily acceleration (intervention/enrichment)

- Increased minutes for math
- Small teams as part of the middle school philosophy
- Content area teachers to provide interventions
- Increased student choice (a component of D205's goal of increased student engagement)
- Maintain time for Professional Learning Communities

From November 2016 until March 2017, the MSTF conducted site visits to other middle schools and developed multiple iterations of schedules to review, finally reaching consensus on a scheduling model. Baseline content-area minutes are as follows:

- ELA (English Language Arts): 75 minutes/day
- Math: 75 minutes/day
- Social Studies/Science: 75 minutes/every other day
- Unified Arts, Physical Education, World Language: 40 minutes/day

Each grade level will have 30 minutes per day devoted to intervention and enrichment. Interventions will have 3 tiers of support. Enrichment will be geared to students currently meeting/exceeding standards. This time is driven by student interest (i.e., coding, service projects, book clubs and simulations).

Recommended Teacher Instructional Minutes:

- Math, ELA: 255 minutes (3 blocks + 1 Accelerated Period) / current: 225 minutes
- Social Studies/Science: 247.5 minutes (3 blocks + 2 Accelerated Periods) / current: 225 minutes
- Unified Arts, World Language, PE: 240 minutes (6 classes) / current: 270 minutes
- EL, Special Ed., Reading Specialists: no more than 255 minutes / current: 270 minutes

Middle School Task Force Recommendation Year 2:

- World Language – Option for students, but not required
 - Students may begin a 3-year sequence in 6th grade, completing Level 1 & 2 by the end of 8th grade
 - Students may begin a 2-year sequence in 7th grade, completing Level 1 by 8th grade
- Project Lead the Way as a semester or full-year elective option
- Effort to incorporate band, orchestra, chorus into the school day
- Opportunity for Unified Arts courses to expand their offerings to include semester-long options for students to select as an area of interest
- Students will have two elective periods and will choose the option that interests them the most in grades 7 and 8
- Grade 6 will continue to include all the unified arts to expose students to all offerings

Next Steps:

- MSTF finalize parameters for Acceleration (March 2017)
- Establish an Acceleration committee to further define the activities for interventions and enrichments (March 2017)
- Curriculum work will take place next year to develop World Language curriculum and Unified Arts offerings to expand student choice (September 2017)

Churchville Middle School math teacher and MSTF member Peter Richey said of the process, "I am pleased with the work we have done as it provides educational opportunities that have, up to this point, been unavailable to students. The possibilities of increased intervention and enrichment is something that we have needed and been asking for. Is this schedule the best? I don't know, but I

know it is better than what we have. It will take a little time and a lot of conversations to figure out the logistics - but change always brings challenges and opportunities.

Through our experiences teaching the Eureka Math program this year, we have discovered that we need more time. The additional math time would not only allow enough to get through a lesson, as Eureka calls for the Middle School lessons to take 60 minutes, but we would be able to structure our class to include time for student conferences."

Regarding the moving of BOC into the school day, Superintendent Moyer explained that this recommendation came from a variety of places. "We have seen an increase in the amount of stress, anxiety and related issues that students are having and we think that this can help. It also came from feedback on the parent survey. With the addition of the Acceleration Period, if a student is pulled out for music and misses core class time, we have a way to address that which we didn't have before."

Chris Blum responded, "We have such a great fine arts program. Anything we can do to help keep kids involved in that would be fantastic."

Jim Collins asked Ms. Baum to describe the process or criteria that will be used down the road to judge whether or not implementation of this has been a success.

"We're going to want to gather feedback along the way from staff, students and families - which is critical. A really important piece of this is that we start to see a narrowing of the achievement gap. Our achievement gap in math really starts to widen in middle school, so we want to see that trend reversed. That will be a significant marker," she answered.

Emily Bastedo asked about the change in instructional minutes for middle school teachers and whether that aligned with what other districts are doing. She also questioned whether or not that change would create an issue with the Elmhurst Teachers Council's (ETC) current collective bargaining agreement.

Ms. Baum said that in districts they visited, middle school teachers generally taught the equivalent of six of our class periods or a range of 250-270 minutes per day, so felt the recommended changes are in line with that. In terms of the negotiated agreement, "that is beyond the scope of the Task Force. The role of the Task Force was to bring forth what we felt is the best middle level experience for our students and leave it to others to work out those details with the ETC."

Ms. Bastedo said, "I think that's great you took that approach, and I appreciate everyone who served on the Middle School Task Force because that really was the vision that everyone had for it, to figure out what was the best schedule for the students, so I respect that."

Margaret Harrell also thanked the MSTF members and asked what the major hurdles will be for teachers, parents and students.

"Change can be difficult, especially when the change makes it look different from what the adults experienced as students. We always default to our own frame of reference, so when something steps outside of that, it feels uncomfortable. That's why we've highlighted the professional learning; that's a critical piece in order to help teachers feel comfortable and be effective teaching in a block format. Making sure we get the Acceleration Period right is going to be a challenge. We know it's not going to be perfect right away and that 30-minute period will take some tweaking, but there's a strong commitment on behalf of everyone to make sure it runs well.

“The students adapt very easily to this. For them, it will be difficult in year two to make choices for themselves; that’s hard. For our families, again, it’s understanding a system that looks different from what they experienced as a student. This isn’t something that’s revolutionary; it isn’t an experiment. We have visited a lot of places where this is done and done well. What we are going to be able to offer to our students will be rigorous opportunities with lots of different paths for them to explore,” she said.

Shannon Ebner said “Thank you for taking this on. It’s not easy, but we’ve known for a long time that we could serve our middle school students better. So thank you for doing this and for being open to feedback too, which will help us adjust. It’s going to work out better for our kids.”

Standards-Based Reporting

Ms. Baum, along with Field Elementary School Principal Tammy Poole, presented [Standards-Based Reporting: An Introduction](#). Elmhurst District 205 believes that the purpose of any reporting system is to communicate students’ progress toward specific learning standards, so teachers, students and parents/guardians can work together to advance student learning.

The major purposes of reports cards are to:

- Communicate information about students’ achievement to parents and others
- Provide information to students for self-evaluation
- Provide incentives for students to learn
- Evaluate the effectiveness of instructional programs
- Provide evidence of students’ lack of effort or inappropriate responsibility

“Right now, when we look at elementary report cards, for example, they provide no valuable information about the effectiveness of our District programming. There’s not specific information, and there’s not consistent criteria on how to evaluate students’ progress. This is a lost opportunity to give good information about students,” she said.

“Our curriculum is all standards aligned, but our report cards are not. We want to bring those into alignment so that what is reported on the report card matches the standards that are being taught in the classroom. We want report cards to reflect the learning that has taken place.”

Current grading practices include contrived time periods (trimesters), where early learning is given the same weight as learning that occurs after practice and teacher support. With a standards-based system, learning is ongoing and reporting continues as mastery occurs. Early measures are not weighted as heavily as later learning, for instance a unit assessment or culminating project which represents a summative measure of the learning on those standards. No extrinsic factors like extra credit or behaviors are used to determine content mastery. Standards-based reporting has a separate component to report on the process of learning behaviors.

<i>Content Standards – Academic Standards</i>	<i>Code</i>
Exemplary – demonstrates skill and understanding at a level exceeding expectations	4
Secure – demonstrates mastery and independence	3
Approaching – demonstrates/approaching independence toward meeting the standard	2
Beginning – demonstrates that the student is working toward readiness	1

<i>Process Standards – Learning Behaviors</i>	<i>Code</i>
Consistently – demonstrates independence with few reminders	C
Occasionally – demonstrates independence at times & may need reminders	O
Seldom – demonstrates limited independence & needs frequent reminders	S

Evidence used in a standards-based report card includes: formative and summative assessments, classwork, projects and classroom observation, in addition to anecdotal evidence. Middle and high schools typically use a hybrid model, where progress on each standard is provided in addition to a traditional letter grade being given.

Next steps will involve the creation of a Grading Task Force, discussions with parent groups in pilot schools (Hawthorne and Field for 2017-18), alignment with reporting standards, piloting standard reporting and implementation at the elementary school level 2018-19. There will be a gradual “roll up” following the elementary implementation.

Principal Tammy Poole compared a standards-based report card to a detailed medical report. “I think we’re in a community where people really want to know more than just ‘My child’s getting a B in math.’ What do we need to focus on to go from the B to an A or from a C to a B? Our kids are amazing. You can give them this information and they can use that in their own learning,” she said.

“We have 11 Field teachers who have requested to be part of the Grading Task Force. Once you go to standards-based report cards and you really see it work, it is so powerful and such a good tool. It’s no longer just a document shared with parents. It’s a living, fluid tool that helps drive instruction and provides an open dialogue with parents. Once you see the validity of it, there’s no going back. It’s a great thing!”

Dr. Moyer added that “We’re going to be refining elementary school schedules next year. We obviously do interventions at this level, but we want to systemize that and be more consistent in our approach and make sure that we are very intentional about scheduling that time into the school day at every school. We’re not quite there yet. We want to be able to accelerate for every kid, so that if a student hasn’t mastered a standard, there will be systems in place to help raise them up.”

March 3rd Teacher Institute Day

Ms. Baum also reported that during the morning Institute Day session, faculty across the District examined the coherence of D205’s total system. The 6–12 staff met together all day with the afternoon spent discussing vertical articulation between the middle schools and York High School. EC–5th grade teachers were introduced to the new Eureka Math curriculum in the afternoon.

Finance Committee Report

The Finance Committee met on March 6, 2017. [Minutes from that meeting](#) are posted on [BoardDocs](#). Chairman Chris Blum and Assistant Superintendent for Finance and Operations Chris Whelton addressed the following topics:

- January 2017 Monthly Financial Report

Mr. Whelton distributed the Monthly Financial Reports for January 2017 and presented information for February 2017. He mentioned that the District’s revenues are trending less than budget which is mainly due to the State being six months delinquent on the mandated categorical payments. Also, the District’s expenditures are trending to exceed budget which is

mainly due to the unexpected expense for the funding the Capital Projects Fund due to not receiving the expected TIF surplus distribution payment.

- Facility Use Fees

An updated facility fee and guidelines were discussed. The new fees include a 1% increase and some minor language adjustments were made.

- Student Fees

The proposed student fees for the 2017-2018 school year were discussed. It was noted that in the proposal, PreK and K increased \$24 due to the new math curriculum, grades 1-5 decreased \$8 and grades 6-8 increased \$53. It was requested that the increases be reviewed to determine if there are ways to lessen the impact for families. The proposed York High School fees were also reviewed.

David Smith presented information on the technology plan. It was suggested to create an insurance fee of \$15 for repairs on Chromebooks for grades 6-12.

- Debt Capacity

Mr. Whelton presented information on the District's debt capacity with multiple options being discussed. A presentation will be made to the full Board on April 25th.

- Focus 205 Next Steps

A discussion occurred regarding how to plan possible future improvements including scope development, estimating and budgeting.

- Next Steps for Bathrooms and Locker Rooms

A discussion occurred regarding the District's Student Equity policies ([Section 7 - Students](#)) and the best ways to communicate the policy. A decision was made to bring bids for ultimate privacy restroom partitions to the April 11th board meeting.

Mr. Blum noted that the State of Illinois has now fallen two payments behind, each approximately \$1.4M and putting District 205 over \$2.8M in the hole. "Secondly, the financial statements are showing a negative income amount reflecting the fact that we transferred money out of the operations maintenance account into the capital fund." He suggested that the PTAs may want to put pressure on their alderman and mayor to release the TIF monies that were promised.

"We talked a few months ago about how we lost a revenue stream, so that was another input to the question of how we are going to finance, not just the long-term capital improvements, but the yearly maintenance costs," noted Shannon Ebner. "We need to be able to fund that."

Emily Bastedo added, "The revenue stream we lost is the TIF money that the City is choosing not to pay us, in case that wasn't clear."

John McDonough came across a City publication ([The Front Porch](#)) from May 2004 which described the District 205 and City of Elmhurst TIF 1 intergovernmental agreement. "This piece takes a decidedly different view than the City is now taking about its moral obligation to release the funds. To quote the City itself, 'The provision essentially states that if the tax dollars are received by the city, they must be distributed to District 205 as specified in the agreement and illustrated in the exhibit below. Although the city may enter into other public/private partnerships that include incentives for additional growth in the area, those agreements must not adversely affect the tax revenue distributed to the taxing bodies. The school district and the city will meet annually to review the status of the agreement and its implementation.'"

He asked Superintendent Moyer, "With the City not releasing the TIF increment to the other taxing bodies, what are the things that the District has to forego and at what buildings this year?"

Dr. Moyer answered that there was a Board presentation by Director of Facilities Frank Schuh last month which outlined projects that are next on the list and many of those were not approved by the Board because of the financing concern. The items left off included: a safe and secure entrance at Sandburg, air conditioning at Jackson and Jefferson and resurfacing of the Churchville parking lot. I also had a concern brought to me by Frank about the wetness of the fields at Jefferson and how that is compromising PE, recess and different activities at the school, so we're looking at options for how we can proceed there. Also, during a recent meeting with Jefferson teachers, it was mentioned about their concern for a safe and secure entrance in that building. So those are some of the immediate things that people have suggested through our feedback process that we are trying to address currently," he said.

"These are the things we are not doing for education because the City has found other uses for the TIF money that it very clearly promised, in its own words, back in 2004," said Mr. McDonough.

SUPERINTENDENT'S AGENDA - CONSENT

With one member missing, the Board voted 6-0 to approve the following consent agenda items in separate votes:

- Personnel Report
- Financial Report
- Purchase School Interoperability Framework (SIF) Software Subscription, Professional Services and Support at a cost of \$16,300
- Illinois High School Association (IHSA) Membership Renewal – July 1, 2017 – June 30, 2018

The School Interoperability Framework (SIF) enables software applications in school districts to seamlessly share data increasing efficiency, reducing data entry effort and improving data quality. The administration proposed to extend the District's SIF environment to include the transfer of employee data from Skyward to Active Directory, and that Integrity Schools and Skyward design, implement and support this expansion. Integrity Schools is uniquely qualified for this project due to its intimate knowledge of District 205's data environment and its history of successful SIF implementations and support in the District.

SUPERINTENDENT'S AGENDA - ACTION ITEMS

With one member missing, the Board voted 6-0 to approve the following agenda items in separate votes:

- Eureka Math Instructional Materials
- Donation (Jefferson) - \$6,000 from the PTA to purchase six outdoor tables with benches and one wheelchair-accessible table with benches
- Donation (Field) - \$540 from the PTA to purchase a picnic table for outdoor activities

"Once again, we are blessed with a generous community and generous PTAs that use their money to enhance the lives of our children and their education. We thank the Field School PTA," said Mr. Collins, echoing similar words Mr. Blum stated regarding the large donation accepted on behalf of the District from Jefferson's PTA.

SUPERINTENDENT'S COMMUNICATION

Freedom of Information Act (FOIA) Requests

The District received two FOIA requests:

- One regarding a specific contract, which was granted.
- One regarding specific correspondence and research documentation, which was granted.

March 16 Principals' Professional Development Report

The March 16 principal meeting included an annual tabletop exercise, held in conjunction with local law enforcement and fire department representatives, in which the leadership team processed a contemporary simulation related to school safety and security in order to enhance preparedness.

Jeff Gail, Peter Cunningham, Ryan Anderson, Linda Fehrenbacher, Ryan Doherty, and Jason Crockett facilitated a workshop on Chapter Seven of the Fullan and Hargraeves book *Professional Capital* entitled "Enacting Change."

Tammy Poole, Drew McGuire, Jane Bailey, Beth Gregor, Susan Kondrat, and Jim Pluskota facilitated work around Chapter Four of the Fullan and Quinn book *Coherence* entitled "Deepening Learning."

By design, the major themes of these two chapters catalyze each other such that the group learning increased principals' ability to bring them to life in their individual school buildings.

The April 20 meeting will be a full day workshop focusing on effective use of data and a revised approach to school improvement planning based on the Harvard model. The new principals will be in the District that day. The final meetings will conclude our work with Coherence and reinforce our priorities related to Future Ready Learning.

BOARD COMMUNICATION

John McDonough expressed his frustration with the structure of public comments, since the Board is not able to respond to speakers who come to address it. Public speakers at this meeting claimed that concern for substituting parent-teacher conferences with student-led conferences at Sandburg Middle School was "universal." Mr. McDonough requested and read all 192 comments from the Sandburg parent survey on the topic and said he knew that to be false.

"People are saying 'The Board's not hearing us.' Well yes, we are. There are differing opinions here, and I think that's important to realize. To say 'Everybody wants to go back (to traditional teacher-parent conferences), why don't you do it?' – that's not true. It's great that this new format is being investigated, with adjustments being suggested. I understand the comments of the people coming forward and emailing, but there is a mixed response. Is there a process going on where people are being heard? Yes. It's an iterative process; it's going to happen over time; it's not going to be perfect the first time. I'm glad we have a school district that tries new things. I just feel like we didn't provide an opportunity for discussion, and I wanted to respond."

ACTION ON CLOSED SESSION ITEMS

The following two motions were made and passed 6-0:

- Notice to dismiss non-tenured, part-time staff and those with one-year contracts
- Approval of staffing for the 2017-18 school year:
 - Reduction of 0.8 FTE general education staff at elementary schools

- Increase of 6.8 FTE for Special Education across all levels
- Increase of 1.7 FTE for English Learners (EL)
- Increase of 5 FTE for Instructional Coaches (4 for Special Education, 1 for EL)
- Total of 12.7 FTE increase

Assistant Superintendent for Human Resources, Dr. Jim Woell explained that “each year the District engages in a process of non-renewal for all employees who are part time (and lack tenured status) and also all full-time employees who were hired for a one year contract to fill a leave of absence of existing employees who intend to return. The dismissal process is separate from a Reduction In Force or RIF process. A RIF process only occurs when it is deemed that staffing allocations for the following school year will be less than the available positions anticipated after the non-renewal process occurs.

“The District does not anticipate engaging in a Reduction In Force process at the end of the 2016-17 school year. Employees who are not renewed do not have any recall rights under the law, but they are eligible to be rehired if deemed appropriate by the District. Reductions have been addressed through non-renewals, resignations and retirements.

“Due to the work of the Middle School Task Force and the anticipated changes in the way we will be scheduling at the middle schools, which will necessitate an overall increase of teaching staff. There’s also been an increase in high school enrollment, so we are recommending an increase in general education staffing there. We’re also adding some special education staff across the three levels.”

UPCOMING MEETINGS AND EVENTS

April 11 – Board of Education Meeting – 7:30 PM – District 205 Center

April 14 – Non-attendance Day for Students and Staff

April 18 – York Community High School Awards Night – 7:00 PM – York Commons

April 20 – York High School Jazz Ensemble Concert – 7:30 PM – York Commons

April 25 – Board of Education Meeting – 7:30 PM – District 205 Center

April 27-30 – York High School Musical – *West Side Story* – Thu/Fri/Sat @ 7:30; Sun @ 2 PM – Baker Auditorium

April 28-29 – Bryan MS Spring Play – *Alice’s Adventures in Wonderland* – Fri @ 7 PM; Sat @ 11 AM – Bryan Auditorium

NOTE: Video footage of all Board of Education regular meetings are posted on [205TV](#). Audio is posted at <http://www.elmhurst205.org/Audio> (please click on appropriate meeting date).