



...from the May 9, 2017 Board of Education Meeting

STUDENT AND STAFF RECOGNITIONS

Family, Career and Community Leaders of America (FCCLA) State Medal Winners

The 2017 Family, Career and Community Leaders of America (FCCLA) State Leadership Conference was held in Springfield, Illinois, on April 6-7, and the following York Community High School students earned top positions in the competition categories as noted:

- Apparel Construction – Semi Formal/Formal | Silver – Jade Giuffre, Jolene Gundrum and Christine Millins
- Apparel Construction – Casual Wear | Silver – Gabriella Purpora
- Children’s Literature Teams | Gold – Caitlyn Rambo and Meghan Sly, as well as Jenna Gallichio and Elena Vezmar
- Culinary Arts (STAR event) | Silver – Kevin Homan and Samantha Flesch | Bronze – Allison Stramel
- Environmental Ambassador (STAR event) | Silver – Julianna Gecsey
- Fashion Construction (STAR event) | Silver – Madison Miller
- Food Production – Salad | Silver – Isabel LoPiano
- Interior Design (Senior STAR event) | Silver – Ellaby Rohde
- Interior Design (Occupational STAR event) | Silver – Iqra Shaikh
- Pastry Arts – Cookie | Gold – Nina Fabrizius | Silver – Alexandra Geary
- Preschool Lesson | Silver – Clarissa Gecsey
- Preschool Lesson Team | Gold – Olivia Becker and Jamie Killian
- Professional Career Image | Gold – Ayanna Johnson and Lauren Noonan | Silver – Allison Evans and Katherine Strawbridge; and

Additionally, Madison Miller (Fashion Construction STAR event) and Iqra Shaikh (Interior Design Occupational STAR event) qualified for Nationals, where FCCLA members from across the country will gather in Nashville, TN, to network with fellow members, attend FCCLA program workshops and leadership sessions, and take part in competitive events.

Faculty of the York Family and Consumer Sciences Department include Wendy Albert (Division Chair for Technology & Applied Arts), Laurie Foss, Lindsey Goldsmith, Sarah Marik, Rachael Marten and Ashley McDonough.

Illinois Distributive Education Clubs of America (DECA)

At the Regional Distributive Education Clubs of America (DECA) conference, held in Rosemont, IL, this winter, over 900 students competed in economics exams, career cluster exams and role plays, being ranked against all the other competitors in their event. The top ten students advanced to state competition where over 1,000 students participated. Twelve York Community High School DECA

students competed in the State DECA Conference at the Hyatt Regency O'Hare in March, where four students qualified for the national conference by placing in the top four in their event.

York students Matt Anderson and Jason Kentra competed in the Financial Services Team Decision Making event, finishing fourth in the state, while Burke Corcoran and Kevin Lipkin competed in the Financial Service Team Decision Making event, finishing first in the state and advancing to the DECA International Career Development Conference, held April 27-30 in Anaheim, CA.

Each of these teams completed a 100-point role play and 100-question Economics and Financial Analysis exam, which was judged against 140 other teams from all 50 states and other countries from around the world, with Kevin Lipkin and Matt Anderson finishing in the top ten out of 280 students who competed in the economics exam of the Financial Services Team Decision Making event. Jim Borel, who serves as the York Business Department Chair, is the advisor to the York DECA students.

Illinois Economic Challenge Winners

The York High School Econ Challenge team of John Fetscher, Jason Kentra, Frank Luse and Flanagan Waldherr took second place in the 2017 Illinois Economic Challenge (ILEC) state finals. There were 165 teams from 20 different schools that competed in the first online round earlier this spring. Ten teams of four competed in the state finals held Friday, April 7 in DeKalb.

"It was an exciting competition as the final quiz bowl round went into double overtime against Stevenson High School," said York social studies teacher and Econ Challenge coach, Tamra Carl.

A second York team comprised of Tim Baer, David Cooke, Kevin Rachwalski and Katerina Siavelis, finished fourth.

The program, endorsed by the Illinois STEM Finance Learning Exchange, is a Money Smart Week event that leads to the National Economics Challenge Finals. The ILEC is designed to recognize Advanced Placement students who demonstrate high levels of comprehension and application of economics concepts and skills and to reward their teachers for outstanding practices in teaching AP economics courses.

This year's finalists included students from the following schools: Adlai Stevenson High School (Lincolnshire), Hinsdale South High School, York Community High School, Edwardsville High School, Neuqua Valley High School (Naperville) and Saint Ignatius College Prep (Chicago).

PTA Reflections Regional Winner

PTA Reflections chair Michelle Wehrle introduced District 205's 2017 Regional Reflection winner, Noveena Thakar, whose essay *How I Got My Favorite Color* was chosen to advance to the national competition in literature.

Reflections is the national PTA arts program that invites children to create works of art in any of six different arts categories: dance choreography, film production, literature, music composition, photography and visual arts, reflecting upon a different theme each year. The theme for 2016-2017 was "What is your story?"

Starting with the local PTA, student projects advance through a judging system beginning with local council and moving on to district, region, state and national levels of the program. The

national PTA Reflections submissions are reviewed by experts in the visual, literary and performing arts where judges look for personal interpretation on the program theme that best exemplify creativity and technical skill.

Jefferson Elementary School second grade student Noveena Thakar's project was featured among the top young artists in the country during the National PTA Reflections competition, which took place this month in Washington, DC.

SkillsUSA State Competition Medal Winners

Thirty-four York High School students qualified for the 2017 SkillsUSA State Leadership Conference and Competition, held April 27-29, in Springfield, IL

The 33 students who participated competed in 9 different Technical Career areas: Technical Drafting, Architectural Drafting, Power Equipment Technology, Adobe Photoshop, Cabinetmaking, Collision Repair Technology, Screen Printing Technology, Automotive Service Technology and Principles of Physics/Engineering Technology.

State SkillsUSA Winners from York High School are:

- Jeremy Olson - 1st place in Automotive Service Technology
- Mike Falco - 1st place in Collision Repair Technology
- Joey Gemini - 1st place in Technical Drafting
- Matt Shepherd - 2nd place in Screen Printing Technology
- Dylan Kalchik - 3rd place in Principles of Physics/Engineering Technology

Joey, Mike, Jeremy and Matt qualified for the National Conference and Competition in June down in Louisville, Kentucky. They will be competing against all of the first place winners from the US, Puerto Rico and Guam.

Members of the Industrial Technology Department include Wendy Albert (Division Chair for Technology & Applied Arts), Ken Ross (Department Leader), Dan Calenberg, Ron Robak and Joe Stolz.

Shining Star Recipients

Linda Fehrenbacher – Principal Sandburg Middle school

Nominated by Kim Lambert-Haak, Christy Gumbach and Lisa Kerins

Principal Fehrenbacher has transformed Sandburg Middle School by the power of her positivity. She has united her staff into a student-centered culture, inspiring them to seek solutions to challenges collaboratively. Through the power of a growth mindset, Mrs. Fehrenbacher has inspired students, staff, parents and community stakeholders to challenge assumptions and work toward achieving personal best. Linda never asks of staff and students what she is unwilling to do herself. She leads by example, steps in to lend a hand, and partners with the Sandburg community for the betterment of all. In addition, Linda teaches professional development classes; has sponsored the spelling and geography bees; has initiated comfort dogs for students with socio-emotional needs; and supports the development of activities such as the cardboard challenge, superhero club and crochet club.

Jackie Sutor – Instructional Coach Bryan Middle School

Nominated by Heather Bolus and Diane Danielczyk

Ms. Sutor works with math teachers at both the department level and during grade level Professional Learning Communities (PLCs) in order to provide professional development on math practices. She has assisted English Language Arts PLCs in structuring their professional development time so that it has become more student centered. Her help with clarifying data has also been invaluable in facilitating student growth. Jackie opens up her calendar to provide professional development opportunities to teachers, as well as help with mastering new instructional strategies. In addition, because of her expansive knowledge, Jackie has given professional presentations outside of our District and has been sought out by other schools within our District to provide guidance.

REPORTS AND PRESENTATIONS

Student Services 2017-18 Programming

Dr. Kathleen Kosteck, Assistant Superintendent for Student Services, introduced her Core Team and together they presented a [Student Services Update](#). The Core Team consists of Susan Kondrat, Principal of Madison Early Childhood Education Center; Michelle DeLeRosa, Assistant Principal for Student Services at York Community High School; Kim James and Bridget Peterson, both Elementary Special Education Supervisors; Jason Vanderplow, Middle School Special Education Supervisor; Jill Mueller, Special Education Department Chairperson at York; and Brandon Mixon, High School Special Education Supervisor.

Other members of the team include all special education teachers, social workers, speech and language pathologists, psychologists, school counselors, deans, itinerant staff (OT, PT, VI, HI), nursing services and all educational assistants.

Changes and next steps -

- Section 504 data moved from a stand-alone system to an online system this school year
- All schools have assistant nurse throughout the day; 4.5 Full Time Equivalents (FTE) certified nurses in EC through 8th grade, with an average of 213 visits per day
- 2016-17 added an assistant nurse to the Transition Center and 2 certified nurses at York to support increased needs
- Began a two-year application process to be recognized by the American School Counselor Association as a model, data-driven program which the ASCA has developed
- Beginning with 2016-17, SB100 went into effect, which increases the use of preventative and restorative measures rather than the use of exclusionary measures for discipline issues
- Each school's Student Services Team engages in Response to Intervention (RtI) to address academic, social, and behavioral needs for students. With the implementation of an "acceleration period" at all the K-8 schools, students may receive an intervention during this time. Also, some students may also receive special education direct services during the acceleration period. The value of this dedicated time allows students to receive support while preserving core instructional time.

Current enrollment –

| | 2016 (Special Ed Services) | 2017 (Special Ed Services) |
|------------------|----------------------------|----------------------------|
| Total Enrollment | 8,395 (1,096) 13% | 8,447 (1,139) 13.5% |
| Early Childhood | 269 (139) 51.5% | 298 (135) 45.3% |
| Elementary | 3,443 (433) 12.5% | 3,445 (443) 12.5% |
| Middle School | 2,003 (212) 10.5% | 1,971 (235) 11.9% |
| High School | 2,680 (312) 11.6% | 2,733 (336) 12.6% |

The largest area of growth is related to students requiring support related to mental health.

- 64% of all K-12 students who are identified for services participate in general education 80% of the day
- 24% of all K-12 students who are identified for services participate in general education 40-79% of the day
- 3% of all K-12 students who are identified for services participate in general education less than 40% of the day
- 9% of all K-12 students who are identified for services are out-placed, which includes the transitional center

In addition to participating in professional development with their general education counterparts, student services professionals receive training from the Illinois Autism Partnership, the Crisis Prevention Institute, ICLE (the Institute of Continuing Legal Education), as well as discipline-specific conferences, instructional strategies within small group settings, through vertical articulation and transition planning.

PSRP (Paraprofessionals and School Related Personnel) also undergo professional development, such as addressing needs of students with ADHD, brain-based learning as it applies to adolescent development, verbal de-escalation strategies, prompt hierarchy, related services, social thinking, sensory regulation and increasing student engagement.

All three middle schools have 2 teams of co-teachers (one general education and one special education). Each co-teaching team has been working with an Instructional Support person from SASSED cooperative to receive bi-weekly job-embedded training. The teams are working to expand upon effective instructional strategies within a co-teaching setting.

York will be expanding the continuum of services to address students with social/emotional needs with the addition of a teacher and a social worker. In addition to the existing co-taught general education classrooms, York will be adding 10 sections of co-taught classes. Several of the general and special education teachers will be participating in on-site professional development this June.

Architect/Construction Manager Proposals

Assistant Superintendent for Finance and Operations Chris Whelton, along with Director of Facilities Frank Schuh, presented [Architect/Construction Manager Proposals](#).

Mr. Schuh recommended continuing the services with Wight and Company. "Wight has performed at a high level for the District for a number of years. This promotes continuity, efficiency and quality in any project we might undertake. Wight's 20-year history with the District has included the York and Hawthorne projects, which are widely recognized for excellence in design and function.

"Along with their qualifications, Wight has submitted a comprehensive fee structure in their proposal. Included in that is the ability to credit 25-50% of any design phase costs as a credit to future projects. Furthermore, comparing the fee structure they proposed with a survey of districts undertaking similar recent projects in the area, shows that their fee structure is in line with other companies.

"In the case of construction management, the offer from McHugh has been to do the estimating, planning assistance and meeting attendance as needed during the planning phase of the process at no cost prior to construction," said Mr. Schuh, "with the hope that they would continue as the construction manager company for the District going forward.

"Like Wight, McHugh Construction has performed at a very high level for the District over the past 20 years. They have been the construction manager of record from the York High School project to the present – all of which have been completed on time and under budget. They have been involved in scope planning and estimating for each of those job and I have found them to be uncannily accurate. We feel their fee structure is competitive and transparent."

John McDonough emphasized the need for the public to see the rational and proposals from Wight & Company and McHugh, the District's architect and construction company of record. "We need to demonstrate to the community not only the quality, but the competitive pricing. That's been provided to the Board, but not made public."

Dr. Moyer noted that this information will be made public once an agreement for this initial work is reached. To do so before might create an unfair advantage for other companies, should the District decide to go publish a Request for Proposals (RFP).

Noting that there are 10-year maintenance projections for each of the District's facilities, Karen Stuefen asked a question about scope of work and whether or not Wight would be taking a look at all buildings or just specific ones. Mr. Schuh answered that it would be both.

"We have an existing list of ten-year needs; we have other needs that are arising that probably aren't within that basket; we have educational delivery needs that are separate from our actual capital maintenance needs and of course we have desires for how things should function and in what setting, that have been identified through the [Focus 205 process](#). All of those things come into play in a long-term facilities plan, which is what informs any future projects. That's why you see a range of fees in the Wight proposal; construction fees tend to be more stable," he explained.

Mr. Schuh recommended that if the District were to issue an RFQ/RFP that it be done sooner than later. Having a firm work through all of the concept and scope identification, and then not be the firm that delivers the project afterward, leads to a variety of difficulties and disconnect. "There's also the concept of value engineering – making the decisions about what should be included and what should not before doing the drawings, initial funding estimates and going forward with publicity. If you don't do that vigorously, you end up with pieces that may not actually be delivered in the end phase."

Shannon Ebner said, "I agree. For the information gathering process, we want to take advantage of the relationships we have for pre-construction services. We don't even have concepts, so it's hard to think about the next phase."

Jim Collins was also in agreement. "You can't expect someone to live with somebody else's numbers and preliminary design. I believe these two firms [Wight and McHugh] are imminently qualified. I do understand there are people in the community who work for other qualified firms. It's a matter of how

much time the Board wants to spend to get to that final decision. We're negotiating for professional services, not a price for a multi-million dollar construction project. Expertise, knowledge and familiarity can well override - multiple times over - the difference in price."

There was Board consensus that the administration should proceed with negotiating contracts with both Wight and McHugh for the initial planning period.

Late Arrivals for 2017-18

Dr. Mary Henderson-Baum, Assistant Superintendent for Learning and Teaching, sent a memo to the Board requesting an addition of three Student Late Arrival days in 2017-18. She wrote:

Implementing Student Late Arrival days monthly at the EC-8 levels has been beneficial in a number of ways. It provides the only block of time longer than 30 minutes in the month for teachers to engage in professional learning, either as an entire staff or in differentiated groups. Some of the work that has taken place during this year's Student Late Arrivals includes:

- Work on student growth assessments
- Professional Learning to support teachers implementing the workshop model in reading
- Collaboration among content area departments across all three middle schools
- Refinement of Professional Learning Communities (PLCs) at the middle schools

In order to more effectively support our teachers with curriculum implementation, assessment creation with data analysis, and the changes associated with the Middle School Task Force recommendations, the Administrative Cabinet is requesting the addition of three Student Late Arrival days for the 2017-18 school year. This work will focus on the following:

- The monitoring and reflection on a more rigorous School Improvement process that will be implemented at all schools in 2016-17
- Additional opportunities for professional learning as teachers implement Eureka Math K-5 and continue to refine the implementation of the workshop model in reading and the use of Lucy Calkins resources for writing
- The creation of formative assessments with the opportunity for guided data analysis and improvement of instructional practices
- Ongoing professional learning for the changes associated with the Middle School Task Force recommendations
- Continued implementation of PLCs, particularly at the EC-5 level where common time for collaboration during the school day is limited

The additional Student Late Arrival days would be added to October, February and April. Adding the dates now provides the necessary lead time for parents to be notified and make arrangements for their children. The Board will take a vote on this proposal at its May 23 meeting.

SUPERINTENDENT'S AGENDA - ACTION

Approval to Display Algebra Curriculum Materials (Grades 7-12)

During the 2016-17 school year, all of the algebra teachers in middle schools and high school have worked to determine a common resource to use for Algebra 1. The use of a common assessment and a common resource will ensure that all students in District 205 will have a similar experience regardless of where or when the student takes Algebra 1.

With two members absent, the Board voted 5-0 to approve the display of 7-12 algebra curriculum materials for the next 30 days.

Middle and high school algebra teachers have been meeting on this topic since August. They evaluated multiple resources and came to consensus on this book, which is a [CME curriculum resource](#) that comes in hardbound and online versions, along with additional e-resources. Currently, there are four different resources being used from four publishers, due to various curriculum cycles.

"The algebra teachers came to consensus on this resource because of how coherent it is from top to bottom, because of how we can use it in multiple layers within our system. We want to make sure that it all stitches together, no matter when or where you encounter Algebra 1 – middle school or high school," said Dave Beedy, District 205 Curriculum Coordinator for math.

Shared assessments will be created from this shared resource. Mr. Beedy reported that the District will likely use the CME geometry materials as well, which will result in even more math alignment.

ACTION ON CLOSED SESSION ITEM

With two members absent, the Board voted 5-0 to approve the employment of current Hawthorne Assistant Principal Tim Riordan as the new principal of Hawthorne Elementary School, replacing Nikki Tammaru, who was recently named the new District 205 Director of Literacy. It also unanimously approved the appointment of Heidi Thomas as the new principal of Field Elementary School. Both appointments are effective August 1, 2017, with salaries of \$111,274 each. (See [related news item](#) on the District 205 homepage.)

"Welcome, Heidi. I understand you have been thoroughly vetted. We're lucky to have you," said Mr. Collins. Ms. Thomas comes to us from Elk Grove Village Community Consolidated District 59.

"We're very glad that Tim wants to step up and lead Hawthorne School," said Mrs. Stuefen. "Congratulations!"

SUPERINTENDENT'S COMMUNICATION

Draft Facility Scenarios

As requested by the Board, Superintendent Moyer provided some preliminary numbers and scenarios to align with the presentation on [District 205 bond options](#), presented by Elizabeth Hennessy of William Blair at the April 25 Board meeting.

"The administration cautions that these are extremely rough estimates and schematic designs with more precise cost estimates are a necessary first step to obtain a more accurate picture of actual costs. The ultimate design plans will determine exact costs for any particular project. The market is heating up and costs are expected to rise in the near future. The longer the time frame between now and the successful passage of a referendum will also determine what the District will be able to afford under each scenario," said Dr. Moyer.

"There is a tentative plan for extensive community input for fall of 2017, through which the District will need to determine what, if anything, the community is willing to support.

"We started with things we know are very practical needs, like Lincoln and Field, and began to take into account some of the other things that were coming through the Focus 205 process, as well as technology upgrades and routine maintenance needs that must also be addressed," said Dr. Moyer.

"As we all know, the City is not releasing money that was promised to us in the IGA (Intergovernmental Agreement) that's related to TIF 1. As a result, we've had to go into fund balance to the tune of approximately \$3M to cover last summer and next summer's capital projects. So some of the things included in here could be taken out if the City makes good on its commitment, which would either lower the cost of projects or allow us to do other enhancements, providing us with more flexibility.

"These scenarios were designed to be a conversation starter. The options run from zero dollars and no referendum to \$151M. Scenarios 2 and 3 essentially touch all schools in the District," noted Dr. Moyer. "The cost to homeowners (as presented at the top of each scenario) is based on a medium home value of \$387,300. These costs are all taken verbatim from Elizabeth Hennessy's bond presentation. To give you an idea of what this means, the 2006 referendum was for \$41M and that cost the average taxpayer then, on a \$350,000 home, \$350/year."

| Scenario 1 (\$100M) Projected cost to taxpayer of a \$387,300 home \$154 yr. 1, \$132 yr. 2, \$18 yrs. 3-17, \$104/yr. (with refinancing through 2036) | Scenario 2 (\$128M) Projected cost to taxpayer of a \$387,300 home \$7/yr. (through 2041) | Scenario 3 (\$151M) Projected cost to taxpayer of a \$387,300 home \$100/yr. |
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| <ul style="list-style-type: none"> • Replace Lincoln School: <u>Build with existing school on site</u> Capacity 560, 70,000 SF: \$27 - \$31M Capacity 450, 56,000 SF: \$21 - \$24M <i>*Potential 5-7% savings if existing school relocated prior to construction, could be partially addressed with Edison School addition (see below)</i> • Major Renovation to Field School: \$14 - \$18M • Addition to Edison School: <u>Increase to 4-section school</u> - add 12 classrooms and related needs: \$7 - \$10M <i>*Provides flexibility for possible all-day KG, future enrollment increases & to relocate students during Lincoln construction</i> <i>*Assumes sitework/paving modifications</i> | <ul style="list-style-type: none"> • <i>Future 10 Year Building Maintenance</i> <i>*budget costs aggregated from District information with dollar amounts generally rounded up – see note 2</i> <ul style="list-style-type: none"> ○ <i>Building Envelope Repairs: \$6.0M (Roofing, masonry, windows, etc.)</i> ○ <i>Plumbing Upgrades: \$3.0M</i> ○ <i>Mechanical Systems: \$5.0M</i> ○ <i>Central A/C at 4 ES: \$2.0M#</i> ○ <i>Electrical/York Stadium Security: \$2.0M</i> ○ <i>Interior Repairs: \$2.0M</i> ○ <i>Parking Lots/Athletic Surfaces: \$3.0M</i> <p><i>Subtotal 10-Year: \$23M # (Est. Jefferson and Jackson included in Scenario 1)</i></p> <p><i>*Potential Cost Avoidance from above summary with New Lincoln School: \$3.4 M</i></p> | <ul style="list-style-type: none"> • <i>Additional Middle School STEM spaces and upgrades: \$3 - \$5M</i> • <i>STEM Improvements at York HS: \$1 - \$3M</i> <i>*spaces to support career pathways (manufacturing, health careers and business incubator, e.g.)</i> • <i>Athletic Field Upgrades at York HS</i> <i>* \$5.2 M--\$1.2M included in Future 10 Year Building Maintenance in Scenario 2 under Parking Lots/Athletic Surfaces (baseball, softball, practice fields)</i> • <i>New Auditorium and Library Renovations to Churchville Middle School: \$3 - \$4M</i> <p><i>Sub-total Scenario 3: \$7- 12M</i> <i>Scenario 2 TOTAL: \$ 94-133M</i> <i>Scenario 3 TOTAL: \$101-149M</i></p> <p>Notes: 1) <i>Some Scenario 3 work could be included in Scenarios 1</i></p> |

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| <p><u>Renovation of existing school</u>: \$4 - \$7M</p> <ul style="list-style-type: none"> • Upgrade York Auditorium: \$4 - \$8M *Removed from 2000 referendum *Assume \$2M allowance for Theater Specialties which could include sound, video, comm. system, orchestra shell, lighting, rigging, etc. (\$.6M in District's 10-Year Plan) *Could consider recapturing of balcony level to expand seating (currently: 744) • Upgrade Tech Infrastructure 3 MS: \$3 - \$4M 4 ES: \$2 - \$3M* *Not including Hawthorne, Lincoln, Field and Edison • Future Ready Learning Spaces at 5 elementary schools (not including Lincoln, Field and Edison): \$5 - \$10M *allowance of \$1 - \$2M per school depending on scope assumptions • Secure entrances at Bryan MS and Sandburg MS: \$1.5 - \$2.5M *assumes some main office renovation • Secure entrances at Jackson ES and Jefferson ES: \$0.5 - \$1.5M *assumes more simple modifications with minimal office renovation • Air conditioning at Jackson ES and Jefferson ES: \$4 - \$6M <p>TOTAL: \$66-101M</p> | <ul style="list-style-type: none"> • Major Renovations to Madison Early Learning Center: \$5 - \$10M <p>Sub-total Scenario 2: \$28-33M Scenario 1 TOTAL: \$66-101M Scenario 2 TOTAL: \$94-133M</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Some Scenario 2 work could be included in Scenario 1 depending on actual costs and community priorities. 2) Future 10 Year Building Maintenance dollars were taken from School District provided information, dollars were aggregated by category of work. | <p>and 2 depending on actual costs and community priorities.</p> <ol style="list-style-type: none"> 2) York received the last major upgrade and due to the obvious and pressing needs at Lincoln and Field, the initial focus was on shoring up the elementary needs. 3) The administration has not seriously examined a plan to address Middle School needs other than what is included in the current facilities maintenance plan. More study and community input would be required to develop the scope of additional work at the Middle Schools. |
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Dr. Moyer explained that the rationale for including Edison School is that if Lincoln were to be built with a little bit smaller square footage, which would be more appropriate for the size of the lot, “that could only be done if we added capacity at Edison, which would be a little bit less total cost. It is a centrally located site that has the ability to expand and would allow flexibility for future enrollment growth or a possible all-day kindergarten center, pending the outcome of a feasibility study and what the community indicates it would like to see. Also, there’s a big advantage to being able to do the [Lincoln] construction when the building is vacant. You don’t interrupt instruction; you can get the design you want; and you can complete the project in a more timely manner.

“The above planning scenarios were developed for initial planning purposes by Elmhurst CUSD 205. These are based on high-level, order of magnitude assumptions from similar K-12 education work experiences and our knowledge of the existing schools. The square footages of existing schools were considered where possible,” said Dr. Moyer.

“Master planning concepts and detailed cost estimates were not developed to create the above planning scenarios. It is recommended that the District implement a facility master planning process and/or school-specific feasibility studies to define planning concepts, scope of work and cost estimating assumptions prior to considering a funding question to the community.”

Ben Hartman Google Innovator Academy

Ben Hartman, Instructional Coach at Churchville, recently attended the Google Certified Innovator’s Academy in London, England. Educators from around the world apply to get accepted into the program. Mr. Hartman’s application centered on his school’s Community Garden concept and his passion to make a positive impact on eliminating “food deserts” around the country.

“My favorite takeaway from the week was the idea from design thinking that when we fall in love with the solution or a certain way of doing something we miss the opportunity to try anything else. The suggestion was that by instead ‘falling in love’ with the problem or what we are trying to solve, we can be open to different (and potentially better) ways of designing a solution,” said Mr. Hartman, who called the experience “dizzying,” and stated that digging more deeply into design thinking taught him how culture impacts everyone and helped him process strategies for how to achieve positive change more quickly.

BOARD COMMUNICATIONS

Mr. Collins reported on the REACH ELA Innovation Expo held at Bryan Middle School on Saturday, May 6. Students from all three middle schools participated, displaying projects they have spent months working on. “It was spectacular to see the Passion Projects – how the kids educated themselves, talked to professionals in the field and learned about time management.”

UPCOMING MEETINGS AND EVENTS

- May 16** – York High School Cadet/Concert Orchestra Concert – 7:30 PM – York’s Baker Auditorium
- May 17** – Sandburg Middle School Spring Orchestra Concert – 7:00 PM – Sandburg Auditorium
- May 18** – York High School Symphony Orchestra Concert – 7:30 PM – York’s Baker Auditorium
- May 21** - York High School Class of 2017 Commencement - 1:00 PM - Joe Newton Fieldhouse
- May 22** – Bryan Middle School Spring Orchestra Concert – 7:00 PM – Bryan Auditorium
- May 23** – **Board of Education Meeting – 7:30 PM – District 205 Center**
- May 24** – Sandburg Middle School Choir Spring Concert – 7:00 PM – Sandburg Auditorium

May 25 – Churchville Middle School Spring Orchestra Concert – 7:00 PM – Churchville Gymnasium

May 31 - 8th Grade Promotion Ceremonies for Bryan, Churchville and Sandburg Middle Schools

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