

August 15, 2022

The Board of Education, Community High School District 99, met in regular session at 6:31 p.m. on Monday, August 15, 2022 at the Administrative Service Center.

Upon the Secretary's roll call, the following Board members answered present: Nancy Kupka, President; Mike Davenport, Vice President; and Members Christopher Espinoza, Sherell Fuller, Jennie Hagstrom, Terry Pavesich and Joanna Vazquez Drexler.

Also present were Hank Thiele, Superintendent; Gina Ziccardi, Associate Superintendent for Student Learning; Rob Lang, Assistant Superintendent for Staff Services; Scott Wuggazer, Assistant Superintendent for Student Services; Mark Staehlin, District Controller; Jeree Ehtridge, Chief School Business Official; Jill Browning, Director of Communications; Courtney DeMent, North High Principal; Arwen Lyp, South High Principal; Student Board Members Luka Paulauskas and Kaitlyn Vincent; and Juli Gniadek, Secretary.

There were thirteen visitors. A copy of the Visitor Roster is attached.

1. APPROVAL OF MINUTES

Member Vazquez Drexler moved and Member Hagstrom seconded the motion that the Board of Education approve the Minutes of the July 11, 2022 Business Meeting and the August 1, 2022 Workshop Meeting with Action Items.

Upon the Secretary's roll call, Members Vazquez Drexler, Hagstrom, Pavesich, Espinoza, Fuller and Kupka voted AYE. Member Davenport abstained. The President declared the motion carried.

2. RECEPTION OF VISITORS – PUBLIC COMMENT

There were no public comments.

3. STUDENT BOARD MEMBER QUESTIONS AND COMMENTS

The Board and those in attendance welcomed the new Student Board members.

Kaitlyn Vincent, South High Student Board Member, shared it is good to be back at school, she is excited about the new schedule and enjoyed Senior Sunrise on the Turf.

North High Student Board Member Luka Paulauskas spoke about the positive environment and attending Senior Sunrise.

4. RECOGNITION

Dr. Thiele shared District 99 is the first high school district in Illinois to earn the Trusted Learning Environment (TLE) endorsement from the Consortium for School Networking (CoSN). The Board and those in attendance acknowledged the District's accomplishment.

5. 2022-2023 SCHOOL YEAR 2022-2023 CONCUSSION OVERSIGHT TEAM

The Concussion Oversight Team consists of the Athletic Director, an Associate Principal, the Nurses and Athletic Trainers from both schools, according to Dr. Thiele. He displayed the names of the Team members and noted approval of the Team by the Board is an Action Item.

6. 2022-2023 CRISIS DE-ESCALATION AND PHYSICAL MANAGEMENT OVERSIGHT TEAM

Dr. Thiele displayed a list of the Team members and noted Scott Wuggazer oversees the Team. Mr. Wuggazer stated all members of the Team are trained in crisis de-escalation.

7. 2022-2023 GRANT ALLOCATIONS

Ms. Ziccardi pointed out there has been a decrease in Title I, II and IV funding and an increase in EL funding. She stated currently there are over 300 EL students and last year there were 220.

8. CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING

Dr. Thiele stated for the 23rd year in a row District 99 received the Association of School Business Officials International certificate for the District's financial reporting. Mr. Staehlin shared the recognition is not based on whether the District is in good financial shape, but rather the District's reporting reflects a true measure of fiscal transparency.

9. 2022-2023 TENTATIVE BUDGET

Mark Staehlin reported on the Fund Balances. He stated the Illinois Department of Revenue advised the District it would be receiving an additional 7.5% that would result in small changes to the Tentative Budget, with those changes being reported in September. Mr. Staehlin stated, exclusive of the \$4.9M needed for the renovation and expansion of T99, the District is in a balanced position. The money required for T99 will come from Working Cash and Operating Funds, according to Mark Staehlin.

Jeree Ethridge reported on the Revenue side grant funding and CARES Act funding are decreasing. She noted increases in Expenditures include: supplies, for textbook and software purchases; tuition (additional outplaced students and forty additional students attending TCD); and transportation, both regular and special education.

Mr. Staehlin shared loans are being paid out of Operating Funds, therefore, no tax increase is needed. He noted \$700,000 in interest and the \$400,000 remaining from the MFP will be shifted to help fund the T99 expansion. Dr. Thiele stated at the next meeting there will be a report on the close out of the MFP.

Mark Staehlin stated the Tentative Budget will be on display for 30 days, starting Wednesday, and on September 19 the Board will be asked to approve it. Dr. Thiele stated the Public Hearing on the Budget will be in September.

10. E-LEARNING PLAN FOR EMERGENCY DAYS (IE: "SNOW DAYS")

Dr. Thiele stated the Plan is for up to five emergency days per year and calls for students to check in synchronously with their teachers for attendance at the start of each period. He noted parents can excuse their students and the absence can be submitted through the parent portal.

11. FREEDOM OF INFORMATION REQUESTS

Dr. Thiele reported the District received and responded to Freedom of Information Act requests this month and they are posted on the District's website.

12. PUBLIC HEARING ON E-LEARNING PLAN FOR EMERGENCY DAYS

President Kupka opened the Public Hearing on the e-Learning Plan for Emergency Days.

No one addressed the Board.

Member Pavesich moved and Member Davenport seconded the motion for the Board of Education to close the Public Hearing on the e-Learning Plan for Emergency Days.

Upon the Secretary's roll call, Members Pavesich, Davenport, Espinoza, Fuller, Hagstrom, Vazquez Drexler and Kupka voted AYE. The President declared the motion carried.

13. CONSENT AGENDA

Rob Lang noted the addition of Rachel Walker to the hires since the Personnel Report was originally posted and the updated version is in BoardDocs.

Member Pavesich moved and Member Vazquez Drexler seconded the motion for the Board of Education to approve the Consent Agenda as presented, which includes: A. Personnel Report - Appointments-Certified; Transfer of Position-Classified; Appointments-Classified; B. Personnel Report - Resignations-Certified; Resignations-Classified; Retirements-Administration; C. Salary Adjustment - Network Systems Manager; D. Financial Pages; E. 2022-2023 Concussion Oversight Team; and F. 2022-2023 Crisis De-escalation and Physical Management Oversight Team.

Upon the Secretary's roll call, Members Pavesich, Vazquez Drexler, Davenport, Espinoza, Fuller, Hagstrom and Kupka voted AYE. The President declared the motion carried.

14. APPROVAL OF 2022-2023 GRANT ALLOCATIONS

Member Espinoza moved and Member Pavesich seconded the motion for the Board of Education to approve the 2022-2023 Grant Allocations as presented.

Upon the Secretary's roll call, Members Espinoza, Pavesich, Vazquez Drexler, Davenport, Fuller, Hagstrom and Kupka voted AYE. The President declared the motion carried.

15. APPROVAL OF E-LEARNING PLAN FOR EMERGENCY DAYS

Member Davenport moved and Member Fuller seconded the motion for the Board of Education to approve the e-Learning Plan for Emergency Days as presented.

Upon the Secretary's roll call, Members Davenport, Fuller, Hagstrom, Pavesich, Vazquez Drexler, Espinoza and Kupka voted AYE. The President declared the motion carried.

16. APPROVAL OF THE 2022-2023 TENTATIVE BUDGET

Member Pavesich moved and Member Vazquez Drexler seconded the motion for the Board of Education to accept the Tentative Budget for 2022-23 for display purposes and establish 6:45 p.m., September 19, 2022, for the Public Hearing to be held at the Administrative Service Center, 6301 Springside Ave. Downers Grove, Illinois.

Upon the Secretary's roll call, Members Pavesich, Vazquez Drexler, Davenport, Espinoza, Fuller, Hagstrom and Kupka voted AYE. The President declared the motion carried.

17. OLD BUSINESS

None.

18. NEW BUSINESS

None.

19. RECEPTION OF VISITORS – PUBLIC COMMENT

Rich Brennan submitted the attached written comments and read excerpts from the attached.

Noel Manley requested the Board formally vote on opting out of Senate Bill 0818, which makes the National Sex Education Standards available for Illinois school districts.

Ilene Briner stated the 2022-2023 Goals and Tasks contain a lot about feelings and little about academic rigor and she would like to see goals with metrics.

20. REPORT ON LEGISLATIVE EDUCATION NETWORK OF DUPAGE (LEND)

No report.

21. REPORT ON SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY (SASED)

No report.

22. REPORT ON DISTRICT 99 EDUCATION FOUNDATION

Member Pavesich reported the Foundation Block Party is September 10 at North High from 2-6:30 p.m., where there will be games, bands and food trucks. She noted the Foundation is looking for sponsors for the event.

23. REPORT ON ILLINOIS ASSOCIATION OF SCHOOL BOARDS (IASB)

No report.

24. UPCOMING BOARD OF EDUCATION MEETINGS

President Kupka announced the following meeting dates:

September 12, 2022 Workshop Meeting – 6:30 p.m. – ASC

September 19, 2022

Regular Business Meeting – 6:30 p.m. – ASC

25. ADJOURNMENT

There being no further business or discussion, Member Pavesich moved and Member Fuller seconded the motion that the meeting be adjourned. Upon the unanimous voice vote of the seven members in attendance, the President declared the motion carried. The meeting adjourned at 7:12 p.m.



Nancy Kupka, President



Juli Gniadek, Secretary

Community HIGH SCHOOL District 99

BOARD OF EDUCATION

AUGUST 15, 2022

VISITOR ROSTER

NAME

ED & JANET DEL LONKO
Pat Brennan
Irene Briner
Noel Maulc
MARY O'DOWD
Josh Potemkin
J.S. Fisher
Beth Baker
Jeff Mack
Barb Allen
Faith Martin
TRU Inbrgm

Teacher Resigns from LT

English teacher at Lyons Township High School is announcing his resignation over school policies.

Tom Stukel, Contributor

Posted Thu, May 26, 2022 at 12:37 pm CT | Updated Thu, May 26, 2022 at 2:25 pm CT

Replies (90)

Effective June 2nd, 2022, I, Tom Stukel, resign from my English teaching position of 17 years at Lyons Township High School because I cannot, in good moral standing, teach students well based on current administrative policies. I care too much about education and too much about students to abide by these policies. Based on my 24 years of experience as a high school teacher, it is my opinion that it is immoral to teach the way LT teachers are being asked to work. Our school has changed the following in recent years:

1. Homework not scored: Homework (formatives) are no longer scored as any part of the students' grade. Because of this, an average of 50 percent of my sophomores this year consistently did not do their homework, and 80 percent of my seniors consistently did not do their homework. These students know they will not be marked down, so they don't think it is important enough to do, even though doing this work in class and at home is an essential part of the learning process. It has had an awful impact on them; we are essentially encouraging the students not to work. The administration believes that formatives should not be counted because the students are learning and have not mastered the skills yet. I agree, in theory, but not in practice. The administration is ignorant of the day-to-day happenings in the classrooms. Most students will not do the work unless they get credit for it. It's a flawed system based on theory instead of facts/data, and it is hurting the students, creating apathy and idle minds.
2. No due date: The administration forces teachers to not have a set due date on summative assignments (major assignments/essays). For example, if I assign a summative essay to be turned in on February 1st. The students know that they can turn it in on Feb. 1st or anytime two weeks after that and I can't consider it late when it comes to grading. In my opinion, this is teaching them laziness, apathy, and disrespect. Many, about 70% of my seniors turn in their summative assignments late. There are a number of students that wait until that last evening, Feb. 15th (two weeks late), to turn in their work. This practice reinforces a lack of discipline and focus (putting off assignments until

the last minute) and mediocrity (many of these assignments turned in late are not well written). Also, since it is an extension of two weeks, we have moved on to new material and skills. Students are not only constantly behind, but they are trying to remember what they need to do on an assignment that was taught to them two weeks ago.

3. Revisions: And then once I grade their summative assignment and turn it back to them, they have two more weeks to decide to revise it for a better grade, even though, in my class, I go over the writing process with every major summative assignment and give feedback on all their drafts multiple times before they turn it in for a grade. This last semester the administration changed the policy to where the students had to turn in the "majority" of their formative assignments in order to get the chance to revise. The problem with that is many students still did not do their homework and did not learn the skills to do well on the summative assignment. Even with this new change, students who revise could be working on a revision that is two months old. This creates more anxiety, which runs counter to the reason the policy was changed. Also, this is not making students "college ready." Most college students will not get this similar opportunity. I taught the Indiana University literature dual-credit course here at LT last year and we had to follow IU policies; IU has a no revision policy.
4. Failures: Sadly enough, these are becoming less and less, I believe, for the wrong reasons. Instead of teaching discipline and encouraging consequences for actions to teach students that they need to take their education seriously, the policies at LT are reinforcing D standards. Dejectedly, 30 percent of my seniors this year received a D. In the last three or four years the administration has made it their duty to limit failures. However, they are not taking on the main, complex issues of why many students fail or just falter to the easy way out. One initiative is getting rid of standards-based grading for equal-interval grading. In theory, equal-interval says that all letter grades should be equal. Sounds great but in practice that means giving a student credit for not doing anything. If a student does not turn in an essay, he/she receives a 50 percent credit. How does the administration see this as morally just? Giving students credit for doing nothing? Another way is when students fail a course putting them in online classes, where they can make-up semester credit. They take this online course at their own pace in a class called "Academy." There were over 100 students in the class this year. I talked to one counselor that knew one of her students that finished the program in just a few weeks! An 18 week course reduced to three weeks. And she/he gets the same grade and credit as any student sitting in a class for 18 weeks. What do you think that student learned in that limited time? Another way this "Academy" class was used was with a senior in my class this semester. He was

failing because he didn't do any of the work so he wanted out of my class, in a different one to start over. The administration wouldn't do that but they put him in this online class so he could get enough credits to graduate, more than half way through the semester. What will happen to more students when they know this exists? It is so immoral.

Because of all these changes, and so many more (cell phones in classrooms a huge distraction from education), over the last four years (the pandemic is not the only reason) I cannot in good moral conscience teach at LT any longer. And I know that many other teachers, parents, and students feel the same way about how bad it has become.

I tried to fight for what I thought was right: My fight got me a "notice of remedy" (on probation) from the administration. I have spoken out against these policies to parents and administration over the years. Two things happened: 1. I was denounced and negatively scolded, told that it's my fault for not fixing anything that was a problem in my class. These policies directly changed my classroom and its environment, but I was held responsible for failed policy. I am trying to uphold quality instruction and a growth mindset development, with effort and hardwork as a focus to learning. 2. Without first addressing me, administration was compiling notes on anonymous accusations that could not be proven as fact; I was told that if I did not follow their new policies, they would fire me. I argued my case in front of the board of education last year, but the board defended the administration.

Parents! I write this to you, not the administration. I care about your students. I care that they get the quality education that they deserve and you expect. Parents! Be aware and be proactive to what is happening at your school and your student's' classrooms. Quality change will not come from the administration, the board, or even the teachers. The teachers here at LT are wonderful, caring people, but they don't have a strong enough communal voice to fight against lame policy.

Parents! It is up to you to make the change you want for your student. Parents! Demand that the policies that are harming your children's education change.