

MINUTES OF THE REGULAR MEETING OF
THE BOARD OF EDUCATION (3rd Thursday)
SCHOOL DISTRICT 33, DUPAGE COUNTY, WEST CHICAGO, ILLINOIS
March 20, 2025

President Rita Balgeman called the regular meeting of the Board of Education to order at 7:04 p.m. at Leman Middle School, 238 E. Hazel St., West Chicago, Illinois. On roll call, the following members were present: Mrs. Rita Balgeman, Mrs. Morgan Banasiak, Mr. Tom Doyle, Mr. Chad McLean, Mrs. Sandra Garcia, and Mrs. Janette Hernandez. Absent: Mrs. Felicia Gills.

ALSO PRESENT

Kristina Davis, Superintendent; Lea DeLuca, Assistant Superintendent for Teaching and Learning; Karen Apostoli, Executive Director of Business and Operations; Sarah Burnett, Director of Human Resources; Fred Cadena, Director of Buildings and Grounds; Cathy Park, Director of Assessment and Accountability; Matt Ryan, Director of Technology; Sarah Norton, Director of Partnerships; Nicole Eimer, Director of Marketing, Communications & Public Relations.

PLEDGE OF ALLEGIANCE

Rita Balgeman led those present in the Pledge of Allegiance to the United States of America.

ADDITIONS/CHANGES

An addition of Board Salute for Gina Steinbrecher was made under Recognition.

An addition of Litigation was made to close session.

SHARED AGREEMENTS

Make decisions according to what is best for ALL District 33 students.

1. *Respect staff and other board members and their opinions.*
2. *Be willing to see things from the eyes of seven (7) people, not just one (1).*
3. *Allow everyone to complete their thoughts.*
4. *Commit to shared leadership.*
5. *Respect confidentiality.*
6. *Adhere to our belief in our students' full potential and successful future.*

Strategic Plan Goals

Goal #1 – Student Growth and Achievement

Goal #2 – Learning Culture of Equity, Engagement & Agency

Goal #3 – Professional Culture of Teamwork & Continuous Improvement

Goal #4 – Family Engagement & Community Partnerships

Goal #5 - Effective and Innovative Use of Resources

SHARED AGREEMENTS

There were no shared agreements at this time.

**RECOGNITION/SHOWCASE
PRESENTATION**

Recognition

Gary School Superintendent for the Day

On March 14, 2025, students Arizbeth, Aldo, and Adrian were Superintendents For The Day at Leman Middle School. Arizbeh, a current

6th grader, shared with Mrs. Davis what the 5th-grade to 6th-grade transition was like. She also walked her through what they did during Step-Up day and how it helped her to get comfortable for her first day at Lemman. Aldo, a 7th grader, showed Mrs. Davis the AVID and Advance Spanish programs and discussed how important these programs are to Lemman students. In AVID, students work together as a community, learn skills to communicate with people, and communicate problems and solutions without a teacher. He also shared that bullying had declined at the school and that students wanted to see the small and Thayer gym updated. “Ms. Davis was so easy to talk to; she didn’t act like a big boss, but she acted like one of us.” Adrian, an 8th-grade student and Assistant Dean at Lemman, shared the importance of PE Leaders. They also visited Officer Arms and talked about what she does in the building, how the building is safer because of her, and the increase in hallway monitors. Adrian also shared his responsibilities as assistant dean in ensuring students follow the Lemman Values, and he attends meetings with Dr. Christie, Mr. Rogers, and Mrs. Hernandez. Overall, they loved visiting with Ms. Davis and invited her to their 8th-grade breakfast.

Recognition

D33 Pride Awards

The #D33Pride Awards are given to individuals who have significantly impacted the students, staff, and families of the District 33 community. This year, the Recognition Committee added a new category - the Rookie Award for Certified and Classified Staff. Staff members who have worked in the district for at least one year but under three years can be nominated for this award.

Nominations are accepted and presented at the end of each trimester. The members of the Recognition Committee judge the nominations, and winners are selected in each category. All names are removed from the nominations before being given to the committee members for judging. A total of **10 nominations** were submitted for this award cycle.

The Winners are:

#D33 Pride Certified Staff Winner - JoAnn Nelson, Lemman Middle School
Nominated by Kristen Guerrero

JoAnn is a dedicated mentor and educator. Her expertise in IEPs, curriculum, and instructional strategies makes her an invaluable resource. She tirelessly supports students, ensuring their success through creative, individualized approaches. JoAnn’s impact extends beyond the classroom—her leadership, dedication, and kindness make her a true pillar of the Lemman community.

#D33Pride Certified “Rookie” Staff Winner – Joey Ruddy, Lemman Middle School

Nominated by Megan Quintana and Shannon Kennedy

Joey brings energy, humor, and unwavering support to his students and colleagues. He makes learning engaging, connects lessons to students’ lives, and fosters a positive, encouraging classroom. Always willing to lend a hand, Joey has quickly become a valued member of the Lemman team.

#D33Pride Classified Staff Winner – Lizbeth Garcia, Lemman Middle School
Nominated by Maricela Padilla

Lizbeth is a dedicated paraprofessional who goes above and beyond to support students. She identifies their needs, adapts materials, and fosters confidence and independence. Her leadership and enthusiasm make her an invaluable asset to both students and staff at Lemman.

#D33Pride Classified “Rookie” Staff Winner – Ethan Wallace, Wegner Elementary

Nominated by Brittany Smith

Ethan is a standout paraprofessional known for his problem-solving skills and dedication. He builds strong relationships with students, motivates them, and ensures they feel supported. Ethan’s enthusiasm and commitment have quickly made him a trusted and valued member of the Wegner community.

Showcase

Leman Middle School Showcase - Principal Advisory Council

Students Omar, Viktoriia, Maddie, Vinnie, Sophie, Darshiv, Sala, and Marcus presented the updates to the Principal Advisory Committee. PAC represents all of the students at Lman. There are 18 members from all different grade levels. Students were chosen because they wanted to share their opinions and help Leman grow. They share some of the traditions and things they like about Leman. One of the traditions is GOOSEtavo, a giant goose who visits one classroom per week in the spring. They love their mascot, Charlie the Charger. Many projects started in PAC last year, and their goal was to find funding for many of them. The students love being outside and are very excited about the new football/soccer field. They are now working with Mrs. Norton to buy furniture for the outside with some grant funding. They are also passionate about gardening and are pleased to announce that Mrs. Apostoli found a hydroponic garden to grow vegetables inside, and it will be installed in the spring. They will get to choose some plants for the garden, and the food will be served in the cafeteria. Other projects include making sure District 33 is an environmentally friendly place. They will be working on getting elementary schools to try using reusable trays, new lighting outside that is energy efficient, and they will ensure all classrooms and offices have a recycling bin. Students also work with the PBIS committee on student behavior and make suggestions of what they think would help students show positive interactions. Working in these committees allows them to influence what teachers do to help students grow socially and emotionally. They thanked the Board and Administrators for their support.

Board Salutes

The Board Salutes will be a standing item on the agenda starting with the February 3, 2022, board meeting. The Board of Education would like to recognize individuals of the District 33 community - which includes all staff members, students, bus drivers, parents/guardians, and guardians - for actions that build a positive culture and climate in District 33. This “shout-out” will become part of the official Board minutes under Board Salutes on the bi-weekly agendas.

Salute to: Indian Knoll Elementary School Students Sophia V., Isabel R., Alexander P., Oscar S., Mario M., Sophia R., and Ailyne P.

Submitted by: Kerry Duffey, Indian Knoll Elementary School

"Dear school board members, I would like to recognize a small group of students at Indian Knoll for continually fostering an inclusive environment. This group of students consistently demonstrates a deep sense of empathy, particularly towards students who may be different. For example, these students take the initiative daily to sit with friends from our self-contained classrooms during lunch, ensuring everyone feels included and valued. Additionally, they walk these peers back to class following lunch or specials and assist these same students by modeling good behavior and self-regulation

strategies. Their patience and understanding help create a safe space for everyone to thrive academically and socially. The behavior they model daily is cultivating a community where kindness and inclusion are valued.”

Salute to: WeGo Together for Kids

Submitted by: Sarah Norton, Director of Partnerships

“The Dept. of Partnerships and Gary School would like to thank WeGo Together for Kids for the District’s first Book Vending Machine. WeGo Together for Kids is a long-standing community collaboration serving children and families in West Chicago. One of the organization’s six result areas is Academic Achievement. This year, WeGo Together is focused on building literacy throughout West Chicago for children of all ages. WeGo Together purchased a book vending machine for Gary School that aligns with this goal. The machine accepts tokens that students can earn through demonstrating positive behavior. This is one of the options they can "purchase" on the Cougar Cart, Gary’s PBIS reward system. On January 27th, WeGo Together hosted a ribbon-cutting event, where one student from every class could learn about the machine, receive a book, and share the exciting news with their classmates. This generous donation from WeGo Together for Kids has ignited a passion and excitement for reading from our youngest learners. Thank you to Molly Beck Dean, Director, Hannah Martin, Program Manager, and Jennifer Rodriguez, Early Childhood Manager, for making this happen for our students!”

Presentation

FY24 Audit Summary

Karen Apostoli, Executive Director of Business and Operations, presented the audit information to the Board. Mr. Scott Duesner from Wipfli presented the annual audit for the year ending June 30, 2024.

Presentation

Leman Middle School Programming Update

Maggie Lay, Principal at Leman Middle School, provided an update on the High School Readiness plan. More students are ready for high school; she is proud of their accomplishments and optimistic about their future. Leman has made significant progress in student proficiency, with reading scores nearly tripling and math scores doubling on the Illinois Assessment of Readiness (IAR) over the past four years. Similarly, 8th-grade MAP test results show 44% proficiency in both MAP Reading and Math. A key change made in 2024 was separating English Language Arts and Spanish Language Arts by implementing the Advanced Spanish class course, helping English Language Learners improve reading performance in both English and Spanish. The daily emphasis of both languages is important for the development of both languages. Following that change, student performance substantially increased in the reading sections of both IAR and MAP. Spanish proficiency continues to grow, with strong AAPPL test results. Sixty-nine students met the Spanish language proficiency requirement of an I5 or higher on all four tests to earn their seal of Biliteracy, and eighty-three eighth graders have earned an I5 or higher on 3 out of the 4 assessments.

To support academic success, Leman has embedded IAR practice into daily instruction, updated its homework policy, implemented early interventions for at-risk students, and balanced technology use with traditional methods. AVID strategies have been expanded, and an 80-minute literacy block was created to be responsive to the needs of learners who come in with skills gaps. Additional initiatives include

data-driven instruction, regular teacher training, and the proposed literacy pilot program.

Declining enrollment has led to operational changes, and for the first time next year, there will only be two teams (Blue and White) in the 6th and 7th grades. 8th grade will continue with the three-team model. They will also continue to have tight monitoring of the hallways, a strict no-cell phone policy, and high expectations for being on time to school and classes during the day. The cornerstone of their support is still in establishing a 3-2-1 support system for our students - 3 trusted adults, 2 positive peers, and 1 activity outside the school day. Despite challenges, smaller class sizes have improved school operations.

Leman prioritizes smooth transitions between grade levels, strengthening partnerships with District 94 for high school readiness and refining academic support for 5th to 6th graders. Looking ahead, the school plans to pilot new literacy resources, refine Exploratory offerings, and enhance collaboration with elementary schools. Leman remains committed to fostering a high school-ready culture, celebrating its growth while continuing to strive for excellence.

E.T.A.W.C. STATEMENT

Deb Taylor, E.T.A.W.C. President, shared a statement. “In the last couple of months, district administration has engaged in open conversations with ETAWC members regarding concerns about programming, instruction, and needed supports. We appreciate the district’s willingness to hold these conversations and to listen to the professionals who are on the front line every day. We would also like to recognize and thank the teachers who participated in these conversations. In today’s culture and climate, we know that it is often difficult or uncomfortable to speak up and share your opinions and perspectives. We greatly appreciate your voice and your professionalism as you advocate for your colleagues, your classrooms, and, ultimately, for your students.”

PUBLIC COMMENT

Cynthia “Cyd” Paulsen introduced herself to the Board of Education and the audience. Cyd is running for Winfield Township Clerk and will work to bring senior and youth programs, add a food pantry for the community, work on a 501c3 implemented in the township, and develop grants for the town. Cyd is a retired 41-year veteran, serves in the West Suburban Retired Teachers Legislative Committee, and is co-chair in the IA retired legislative Committee.

Rebecca Holmes introduced herself to the Board of Education and the audience and is running for Winfield Township Trustee. Rebecca is a longtime resident of West Chicago and has one student at Leman Middle School and one at Gary Elementary School. Rebecca has been a Gary PTO volunteer for 6 years and is also part of the West Chicago Park Foundation. Embracing biliteracy is important to her, and she will ensure the information on the township website is available to everyone in both languages.

Kristen Djonne introduced herself to the Board of Education and the audience and is running for Winfield Township Trustee. She currently has a student at Turner School and has been the PTO fundraising head for the past 6 years. She has also been an election judge for the past 4 years. Kristen would like to bring Tudors to Winfield Township and provide a tech time for senior residents to work with high school students.

Sandra Garcia read a letter from Senator Villa as a follow-up to her previous public comment.

“13 de Marzo, 2025

Estimados miembros de la Junta de Educación del Distrito 33,

Le escribo en respuesta a los comentarios que los miembros de la Junta y la administración hicieron en la reunión anterior de la Junta de Educación. Quisiera aclarar que los padres que asistieron esa noche están completamente conscientes de que el programa de lenguaje dual en la Escuela Gary seguirá existiendo. Reconozco que las familias que tienen la fortuna de formar parte del programa de la Escuela Gary seguirán recibiendo instrucción en lenguaje dual.

Los miembros de la comunidad que asistieron a la reunión, se opusieron a la eliminación del One Way Dual Language, un programa que afecta a los estudiantes y familias más vulnerables del Distrito 33. Sus preocupaciones se derivan directamente de la propia presentación del distrito, que explicó que, a partir del kínder, los hispanohablantes recibirán solo 45 minutos de instrucción directa en español, centrándose en las habilidades básicas de lectoescritura. Como se indicó en la presentación, no habrá instrucción en español en las áreas de contenido (K-2). Si el distrito continúa describiendo esto como "One Way Dual Language", estará contradiciendo las investigaciones establecidas sobre este tipo de programas. Espero que la Junta comprenda plenamente que el 10% de la jornada escolar impartida en español no es Lenguaje Dual.

A partir del 9 de marzo de 2025, el sitio web del Distrito 33 define el lenguaje dual como lo siguiente :

- Una forma de educación bilingüe en la que se enseña a los estudiantes alfabetización y contenido en dos idiomas.
- Fomenta el bilingüismo, la lectoescritura bilingüe, una mayor conciencia de la diversidad lingüística y cultural, y altos niveles de rendimiento académico mediante la instrucción en ambos idiomas.
- Como el Distrito 33 cumple con los requisitos del Artículo 14-C del Código Escolar de Illinois para apoyar a nuestros estudiantes de inglés/bilingües emergentes.

El sitio web del Distrito 33 (a partir del 9 de Marzo, 2025) también provee el enlace de duallanguageschools.org, que ofrece una definición clara de lenguaje dual.

Según el Centro de Lingüística Aplicada (CAL), "lenguaje dual" se refiere al uso de dos idiomas para la instrucción en el aula. El idioma asociado (distinto del inglés) se utiliza al menos el 50 % del tiempo, y el inglés se utiliza al menos el 10 % del tiempo.

La Junta y la administración han decidido cambiar la modalidad de instrucción para los hispanohablantes nativos (inscritos en el programa One Way Dual Language) con una filosofía que prioriza el inglés. Me gustaría saber cómo se llamará este nuevo programa y cuáles son los estudios basados en la investigación que demuestran que este es el mejor método para instruir a los hispanohablantes nativos y lograr el bilingüismo y la lectoescritura bilingüe. Además, me gustaría saber cómo los comités que elaboran estas recomendaciones curriculares priorizan acciones que apoyan la lectoescritura bilingüe y el multiculturalismo. Esto incluye una implementación que se adhiera a decisiones basadas en la investigación para la instrucción de lectura, las áreas de contenido y el desarrollo del lenguaje.

Espero que la Junta se esfuere por comprender cómo la eliminación del programa One Way Dual Language para estudiantes hispanohablantes nativos, va en contra de los principios de nuestra comunidad. La votación en la reunión de la Junta dejó a los padres y miembros de la comunidad que durante mucho tiempo han abogado por sus hijos sintiéndose derrotados y desanimados. Seguiré apoyando a las familias que defienden a sus hijos y su derecho a una educación basada en la investigación, tanto en inglés como en español. Espero pronto su respuesta.

March 13th, 2025

Dear District 33 Board of Education members,

I am writing in response to the comments that were made at the previous Board of Education meeting by members of the board and administration. I would like to clarify that the parents who spoke that evening are fully aware that the dual language program at Gary School will continue to exist. I acknowledge that the families fortunate enough to be part of the Gary School program will continue to receive dual language instruction.

The community members who attended the meeting were there in opposition of ending the One Way Dual program that impacts the most vulnerable students and families in District 33. Their concerns stem directly from the district's own presentation, which explained that, starting in kindergarten, native Spanish speakers will receive only 45 minutes of direct Spanish instruction, focusing on foundational literacy skills. As outlined in the presentation, there will be no Spanish instruction in content areas (K-2). If the district continues to describe this as "One Way Dual Language," it will be contradicting established research on such programs. I hope that the board can fully understand that 10% of the day being taught in Spanish is not Dual Language.

As of March 9, 2025, the District 33 website defines dual language as:

- A form of bilingual education in which students are taught literacy and content in two languages.
- It fosters bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in both languages.
- It is how District 33 meets the requirements of the Illinois School Code Article 14-C to support our English learners/emergent bilinguals.

The District 33 website (as of 3/9/2025) also links to duallanguageschools.org, which offers a clear definition of dual language.

According to the Center for Applied Linguistics (CAL), "dual language" refers to the use of two languages for instruction in the classroom. The partner language (other than English) is used for at least 50% of the time, and English is used for at least 10% of the time.

The Board and administration have chosen to change the instruction modality for native Spanish speakers (enrolled in the One Way Dual-Language program) with an English-first philosophy. I would request to know what this new program will be called and what the research based studies are that show this to be the best method of instructing native Spanish speakers to accomplish bilingualism and biliteracy. Additionally, I would like to know how committees making curricular recommendations prioritize actions that support biliteracy and multiculturalism. This includes implementation that adheres to

research-based decisions for reading instruction, content areas, and language development.

It is my hope that the Board makes the attempt to understand how eliminating the one way dual language program for native Spanish-speaking students goes against what our community stands for. The vote at the Board meeting left parents and community members who have long advocated for their children feeling defeated and disheartened. I will continue to stand with the families advocating for their children and their right to a research-based education in both English and Spanish. I look forward to your response.

Karina Villa, MSW Illinois State Senator -25th District”

Prior Public Comments Follow-up

Kristina Davis, Superintendent, provided the following information in response to the public comments made at the March 6, 2025 meeting and Senator Villa’s letter.

“17 de marzo de 2025

Estimada Senadora Villa,

Gracias por su comunicación y por su continua defensa de la educación bilingüe en nuestra comunidad. Valoramos profundamente nuestro compromiso compartido de garantizar que todos los estudiantes del Distrito 33 reciban una educación de alta calidad basada en estudios que fomenten el bilingüismo, la lectoescritura bilingüe y el biculturalismo. Le escribo para responder a su carta que afirma incorrectamente que estamos eliminando nuestro programa de lenguaje dual. También le escribo para invitarla a una reunión en persona para hablar sobre sus dudas o inquietudes.

Quiero asegurarle que nuestro distrito se mantiene totalmente comprometido con los principios de la educación de lenguaje dual. Esta visión de multilingüismo y multiculturalismo para los programas bilingües incorpora el concepto de bilingüismo aditivo, en el que a los estudiantes se les proporciona la oportunidad de aprender un segundo idioma (inglés) sin costo alguno para su lengua materna (español). Nuestras recientes actualizaciones al programa de Lenguaje Dual Unidireccional se realizaron con el objetivo explícito de fortalecer los resultados de lectoescritura en inglés de nuestros estudiantes, a la vez que se preserva su acceso a una instrucción de alta calidad en lectoescritura en español. Estos cambios fueron dirigidos por un exhaustivo análisis de datos, investigación sobre las mejores prácticas en educación bilingüe y comentarios de maestros bilingües de K-2 que obtuvieron excelentes resultados académicos tanto en lectoescritura en inglés como en español.

Me gustaría responder a dos puntos clave que se tocaron en su carta:

- 1. 10% del día de clases de los estudiantes de K-2 se impartirá en español** - Si nos fijamos estrictamente en el número de minutos del horario proporcionado como muestra, parecería que los estudiantes no tendrán acceso a la instrucción en español durante las Lecciones de “Amplify” en Inglés. Para que los estudiantes comprendan el contenido, los maestros deberán implementar un método de niveles de enseñanza en español. Asimismo, según el Título III, debemos abordar los Estándares de Artes del Lengua y Literatura en Español e Inglés. Por lo tanto, será necesario integrar los componentes de las unidades de español para garantizar que se cumplan ambos

estándares y que los estudiantes reciban información comprensible. Esto presenta un cambio en el tradicional conteo de minutos para analizar la calidad de la instrucción y realizar ajustes cuando sea necesario.

Los siguientes estudios respaldan nuestra necesidad de cambios:

Alternar Unidades versus Aprendizaje Diario: La práctica espaciada es fundamental para mejorar los resultados del aprendizaje en general. Los estudios sobre aprendizaje y memoria distinguen dos tipos de aprendizaje: masivo (p. ej., sesiones de aprendizaje más largas y espaciadas) versus práctica distribuida o espaciada (p. ej., aprendizaje diario). Diversas investigaciones realizadas durante varias décadas demuestran que la práctica distribuida (aprendizaje diario) a lo largo de un período de tiempo es más efectiva que la práctica masiva (sesiones más largas y espaciadas) para la memoria a largo plazo (p. ej., Cepeda, Pashler, Vul, Wixted y Rohrer, 2006; Kang, 2016). Ninguna investigación ha examinado si el aprendizaje alternativo es menos o tan efectivo como el aprendizaje diario en cada idioma. Sin embargo, especialmente para los jóvenes estudiantes de un segundo idioma, el uso diario probablemente sea importante para promover un mayor desarrollo de la segunda lengua, sobre todo porque el contenido se enseña en dicha lengua.

Instrucción de Lectoescritura Simultánea - En las últimas dos décadas, se ha aprendido más sobre cómo los bilingües procesan sus dos idiomas. Más recientemente, la investigación ha demostrado que los bilingües activan ambos idiomas en paralelo cuando procesan o producen lenguaje (Kroll y Bialystok, 2013). La teoría previa en educación bilingüe postula que una base sólida en contenido y lenguaje primero en el idioma dominante permitirá la transferencia de habilidades al inglés (Cummins, 1981; Ramirez, et al, 1991, Thomas y Collier, 1998). Esta teoría ha informado los programas bilingües en los EE. UU. durante décadas y ha llevado a los educadores a ver la educación bilingüe como un conjunto de una u otra/o de preguntas: los estudiantes son dominantes en inglés u otro idioma (español) y deben ser enseñados primero en su idioma dominante (español) y el inglés solo se introduce una vez que tienen una base sólida en su primera lengua (es decir, español). Dado que la mayoría de los estudiantes de inglés nacen en Estados Unidos (Swanson, 2009) y crecen en un mundo bilingüe, es importante que los estudiantes con doble lengua utilicen ambos recursos lingüísticos para interactuar con su entorno bilingüe, ya que poseen fortalezas en ambos idiomas. La instrucción simultánea de lectoescritura no consiste en impartir dos clases de lectoescritura no relacionadas (como unidades alternadas). Más bien, la instrucción simultánea consiste en desarrollar habilidades de lectoescritura en dos idiomas que se ajusten al desarrollo oral de los estudiantes en cada uno (Urow y Beeman, 2017).

Estrategias efectivas – En lugar de enfocarnos en qué idioma usar para la enseñanza de la lectoescritura (inglés o español), es más efectivo enfocarnos en las estrategias que se utilizan para formar y desarrollar de forma consistente el lenguaje oral, la lectoescritura y el contenido, así como de qué manera se les brinda a los estudiantes la oportunidad de comparar y contrastar sus idiomas (Escamilla, 2004). Nuestros datos muestran que existe una falta de consistencia en las oportunidades para que los estudiantes comparen y contrasten sus idiomas para comprender y desarrollar ambos. Las unidades “Amplify” de K-2 incorporarán

estrategias como Previsualizar-Ver-Revisar para garantizar que los estudiantes tengan los conocimientos previos necesarios en español para establecer conexiones entre idiomas. Los estudiantes también estarán expuestos a textos rigurosos en español con oportunidades diarias para aprender vocabulario y escribir en español, tanto al previsualizar como al revisar las lecciones.

La Lectura en 3er Grado como Predictor del Éxito Futuro (vea estudios). Saber leer en tercer grado es fundamental para el éxito escolar y el potencial de ingresos a lo largo de la vida. Los estudios demuestran que los niños que no saben leer en tercer grado tienen mayor probabilidad de abandonar la preparatoria y caer en la pobreza. Creemos que el éxito de nuestro programa bilingüe tendrá efectos trascendentales, no solo para los estudiantes individuales, sino para toda la comunidad. Sin embargo, debemos aumentar las expectativas de nuestros estudiantes de inglés para lograr esta importante meta.

2. El distrito está avanzando hacia una filosofía de “primero el inglés”. Los cambios propuestos no representan un cambio hacia una filosofía de “el inglés primero”, sino una respuesta urgente a los datos de los estudiantes. Los enfoques actuales, si bien se basan en una teoría educativa sólida, no están dando los resultados deseados. Diría que este no es solo un problema del Distrito 33, sino un problema a nivel estatal. Nuestra brecha en datos y logros entre los estudiantes de inglés (EL) es comparable a la de los distritos vecinos, así como a la del estado. Esto nos impulsa a tomar medidas para garantizar que todos nuestros estudiantes cumplan con la misión de nuestro distrito.

La siguiente guía de la OCR respalda nuestra necesidad de cambios:

Obligaciones Legales bajo el Título VI - Nuestro programa bilingüe no solo es el modelo que hemos elegido para cerrar la brecha de rendimiento de nuestros estudiantes bilingües, sino que también es la forma en que cumplimos con las obligaciones legales bajo el Título VI de la Ley de Derechos Civiles (véase la [Carta a los Colegas](#), enero de 2015).

Específicamente, la EEOA requiere que los distritos escolares tomen las medidas adecuadas para superar las barreras lingüísticas que impiden la participación equitativa de los estudiantes en sus programas educativos. Según la EEOA, las escuelas deben evaluar y responder a la eficacia de sus programas de las siguientes maneras:

- Supervisar y evaluar a los estudiantes en EL en programas de apoyo lingüístico para asegurar su progreso en la adquisición del dominio del inglés y el contenido básico de su grado.
- Evaluar la eficacia de los programas de apoyo lingüístico de un distrito escolar para garantizar que los estudiantes en EL en cada programa adquieran el dominio del inglés y que cada programa esté razonablemente calculado para permitirles alcanzar la paridad de participación en el programa de instrucción estándar dentro de un plazo razonable.
- Modificar los programas cuando no produzcan resultados. Continuar utilizando un programa de EL con un diseño educativo sólido no es suficiente si el programa, tal como se implementa, resulta ineficaz.

Como se mencionó anteriormente, los objetivos del programa deben incluir que los estudiantes en EL alcancen, en un plazo razonable, (1) el dominio del inglés y (2) una participación significativa en el programa educativo estándar, comparable a la de sus compañeros que nunca han sido de EL. La EEOA no considerará un programa como exitoso a menos que cumpla con estos dos objetivos.

Nuestros datos actuales indican que el enfoque actual no está logrando los resultados esperados. Nos enorgullece el progreso de los estudiantes en la adquisición del dominio del español, pero nos preocupa su falta de progreso hacia el dominio del inglés para cuando lleguen a octavo grado. Más importante aún, nos preocupa que no estén alcanzando el mismo nivel que sus semejantes que nunca aprendieron inglés una vez que llegan a la preparatoria. El objetivo de nuestro programa de lenguaje dual no es solo lograr el bilingüismo, la lectoescritura bilingüe y el biculturalismo, sino también cerrar la brecha de rendimiento de los estudiantes de inglés y brindarles oportunidades futuras. A medida que realicemos los ajustes necesarios, utilizaremos evaluaciones apropiadas para monitorear los resultados e informarlos al Consejo de Educación.

Reconocemos que el cambio genera preguntas e inquietudes, y nos comprometemos a un diálogo transparente y continuo con nuestras familias y miembros de la comunidad. Agradecemos la oportunidad de conversar con más detalle sobre cómo estas actualizaciones se alinean con nuestro firme compromiso con la educación bilingüe y cómo podemos seguir trabajando juntos para apoyar a nuestros estudiantes bilingües. Asimismo, la invitamos a nuestros salones de K-2 para que pueda observar el éxito de la educación bilingüe.

Gracias nuevamente por su dedicación a las familias del Distrito 33. Apreciamos su colaboración en la defensa de una educación bilingüe de alta calidad.

Kristina Davis, Superintendente de Escuelas.

March 17, 2025

Dear Senator Villa,

Thank you for reaching out and for your continued advocacy for bilingual education in our community. We deeply value our shared commitment to ensuring that all students in District 33 receive a high-quality, research-based education that fosters bilingualism, biliteracy, and biculturalism. I am writing to respond to your letter that incorrectly asserts we are eliminating our dual language program. I am also writing to invite you to meet in person to discuss your concerns.

I want to assure you that our district remains fully committed to the principles of dual language education. This vision of multilingualism and multiculturalism for dual language programs incorporates the concept of additive bilingualism, in which students are provided the opportunity to acquire a second language (English) at no cost to their home language (Spanish). Our recent updates to the One-Way Dual Language program were made with the explicit goal of strengthening English literacy outcomes for our students while preserving their access to high-quality Spanish literacy instruction. These changes were guided by extensive data

analysis, research on best practices in bilingual education, and feedback from K-2 bilingual teachers who have had strong academic outcomes in both English and Spanish literacy.

I would like to respond to two key points made in your letter:

- 1. 10% of the K-2 students' day will be in Spanish** - If you are looking strictly at the number of minutes in the sample schedule provided, it would appear that students will not have access to Spanish instruction during the English Amplify Units. In order for students to understand the content, teachers will need to scaffold instruction in Spanish. As well, under Title III, we are required to address the Spanish Language Arts and English Language Arts Standards. As such there will need to be integration of components of the Spanish units to ensure that both sets of standards are addressed and to ensure students have comprehensible input. This is a shift away from historically counting minutes to analyzing the quality of instruction and adjusting when necessary.

The following research supports our need for changes:

Alternating Units versus Daily Learning: Spaced practice is critical for improved learning outcomes in general. Research on learning and memory distinguishes two types of learning: massed (e.g., longer sessions of learning spaced further apart) versus distributed or spaced practice (e.g., daily learning). Extensive research over several decades shows that distributed practice (daily learning) over a period of time is more effective than massed practice (longer sessions spaced further apart) for long-term memory (e.g., Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006; Kang, 2016). No research has examined whether alternate learning is less or as effective as daily learning through each language. However, especially for young learners of a second language, daily use is likely important to promote higher levels of second language development, especially since content is taught through that language.

Simultaneous Literacy Instruction- Over the past couple of decades, more has been learned about how bilinguals process their two languages. More recently, research has shown that bilinguals activate both languages in parallel when they process or produce language (Kroll & Bialystok, 2013). Previous theory in bilingual education posits that a solid base in content and language first in the dominant language will enable the transfer of skills to English (Cummins, 1981; Ramirez, et al, 1991, Thomas & Collier, 1998). This theory has informed bilingual programs in the US for decades and has led educators to look at bilingual education as a set of either/or questions: students are dominant in either English or another language (Spanish) and should be first taught in their dominant language (Spanish) with English only being introduced once they have a solid base in their first language (i.e. Spanish). With the majority of English learners being born in the US (Swanson, 2009) and growing up in a bilingual world, it is important that dual students use both of their linguistic resources to interact with their bilingual environment because they have strengths in both languages. Simultaneous literacy instruction is not teaching two unrelated literacy classes (such as alternating units). Rather, simultaneous instruction is developing literacy skills in two languages that match the oral development of students in each language (Urow & Beeman, 2017).

Effective Strategies - Rather than focusing on which language to use for literacy instruction (English or Spanish) it is more effective to focus on what strategies are being used to consistently build and develop oral language, literacy and content, as well as how students are being afforded the opportunity to compare and contrast their languages (Escamilla, 2004). Our data shows that there is a lack of consistency in opportunities for students to compare and contrast their languages to make meaning and develop both languages. The K-2 Amplify units will embed strategies such as Preview-View-Review to ensure that students have the necessary background knowledge in Spanish in order to make connections between languages. Students will also be exposed to rigorous Spanish texts with daily opportunities to learn vocabulary and write in Spanish in both the preview and view portions of the lessons.

3rd Grade Reading as a Future Predictor of Success ([see research](#)).

The ability to read by third grade is critical to a child's success in school, and life-long earning potential. Research shows that children who cannot read by third grade are more likely to drop out of high school and be stuck in a cycle of poverty. We believe that the success of our dual language program will have far-reaching effects not just for individual students but for the entire community. However, the expectations of our English learners must increase if we are to achieve this important milestone.

2. **The district is moving to an “English-first” philosophy.** The proposed changes are not a shift to an English-first philosophy but an urgent response to student data. The current approaches while of sound educational theory are not yielding the desired results. I would argue that this is not just an issue in D33 but an issue state-wide. Our data and achievement gap among ELs is comparable to neighboring districts as well as the state. This prompts us to take action to ensure all of our students are achieving our district's mission.

The following OCR guidance supports our need for changes:

Title VI Legal Obligations - Our dual language program is not only the model we have chosen to close the achievement gap for our bilingual students but it is also how we are complying with legal obligations under Title VI of the Civil Rights Act (see [Dear Colleague Letter](#), Jan 2015).

Specifically, the EEOA requires school districts to take “appropriate action to overcome language barriers that impede equal participation by students in their instructional programs.” Under EEOA, schools must evaluate and respond to the effectiveness of their programs in the following ways:

- Monitoring and evaluating EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade-level core content.
- Evaluating the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time

- Modifying the programs when they do not produce results.
Continuing to use an EL program with a sound educational design is not sufficient if the program, as implemented, proves ineffective.

As previously stated, program goals must include enabling EL students to attain within a reasonable period of time, both (1) English proficiency and (2) meaningful participation in the standard educational program comparable to their never-EL peers. The EEOA will not view a program as successful unless it meets these two goals.

Our current data highlights that the current approach is not achieving the intended results. We are proud of the growth students are making in acquiring Spanish proficiency but concerned over their lack of progress toward English proficiency by 8th grade. More importantly, we are concerned that they are not achieving the same level as their never-EL peers once they reach high school. The goal of our dual language program is not only to achieve bilingualism, biliteracy, and biculturalism but also to close the achievement gap for English learners and provide them with future opportunities. As we make necessary adjustments, we will use appropriate assessments to monitor results and report those results to the Board of Education.

We recognize that change brings questions and concerns, and we are committed to transparent, ongoing dialogue with our families and community members. We welcome the opportunity to further discuss how these updates align with our unwavering commitment to dual language education and how we can continue working together to support our bilingual students. As well, we invite you into our K-2 classrooms to observe dual language success.

Thank you again for your dedication to the families of District 33. We appreciate your partnership in advocating for high-quality bilingual education.

Kristina Davis, Superintendent of Schools”

APPROVE CONSENT AGENDA

Motion by Banasiak, second by McLean, to approve the consent agenda as follows:

Approve Board of Education Meeting Minutes

...Approved the Board meeting minutes of February 20, 2025;

Approve Current Expenditures

...approved the list of bills dated March 8, 2025, through March 20, 2025, in the amount of \$729,797.55;

Approve Imprest Account

...approve Imprest account from February 20, 2025, to March 10, 2025, in the amount of \$405;

Approve Current Payrolls

...approved payrolls of February 14, 2025, in the amount of \$1,846,116.11, and February 28, 2025, in the amount of \$1,898,367.46;

Approve Disposition of Closed Session Audio Tapes

...approved the disposition of audio tape of the Board of Education regular closed session dated September 7, 2023. Meetings that are at least 18 months old and meet the State criteria are disposed of;

Approve Personnel Items

...Approved the following personnel report:

2 Administration: Nikolaos Bubaris, Assistant Principal at Wegner, effective July 1, 2025; Kelly Reinmann, Assistant Principal at Turner, effective July 1, 2025;

1 Certified: Sara Gillmar, IEP Specialist at ESC, effective 25-26 School Year;

2 Classified: Violet Duarte Quintero, Paraprofessional at Pioneer Preschool, effective March 17, 2025; Adrianna Munoz, Lunch Supervisor at Pioneer Preschool, effective March 24, 2025;

6 Resignations: Maria Pacheco, Paraprofessional at Pioneer Preschool, effective March 20, 2025; John Trella, Custodian at LMS, effective June 12, 2025; Rosario Arteaga, Dual Language Teacher at Currier, effective June 12, 2025; Kaitlin Gaynor, Elementary Band at Gary, effective June 12, 2025; Ana Munoz, Paraprofessional at IK, effective March 18, 2025; Patrick Jecmen, Behavior Support Adviser at ESC, effective June 30, 2025;

0 Leaves:

1 Retirement: Lori Waldschmidt, Reading Aide at Indian Knoll, effective June 12, 2025.

On roll call, the following members voted aye: Banasiak, McLean, Balgeman, Doyle, Garcia, and Hernandez. Nays: None.

Motion carried: 6 ayes, 0 nays.

New Administration Biographies

Kristina Davis introduced, welcomed, and read the biographies of Kelly Reinmann, Assistant Principal at Turner Elementary School, and Niko Bubaris, Assistant Principal at Wegner Elementary School for the 25/26 school year.

FINANCIAL REPORTS

Treasurer’s Report and Budget Report

The Board of Education reviewed the Treasurer’s Report and Budget Reports as of February 28, 2025, along with the financial charts.

Financial Report

Karen Apostoli, Executive Director of Business and Operations, provided the Board of Education with a financial report stating that the district received \$1,205,673.00 in Evidence-Based Funding since the last meeting.

Student Activity Account Report

The Board of Education received a summary of each school’s monthly activity accounts as of February 28, 2025.

DISCUSSION OF NEW / ONGOING BUSINESS WITH POSSIBLE ACTION

Chromebook Purchase

The Board received information for the annual purchase of new HP G10 Chromebooks for 2nd and 6th grade students. The Board will review the information and vote at the April 10, 2025, board meeting.

Continuous Employment of Administrators

Motioned by Banasiak, seconded by Balgeman, to approve the continuous employment of the following administrators for the 25/26 school year: Hannah Christie, Assistant Principal at LMS; Carmela Getz, Assistant Principal at Currier; Daniel Guerrero, Assistant Principal at Indian Knoll; Amy Martensen, Assistant Principal at LMS; Matthew Mordini, Assistant Principal at LMS; Leah Nelson, Assistant Principal at Pioneer Prek; Jessica Raiser, Assistant Principal at Gary; Kelly Reinmann, Assistant Principal at Turner;

Stephan Rogers, Dean at LMS; Katey Baldassano, Supervisor Birth-3 at ELC; Anthony Hugelier, Principal at Currier; Amie Correa, Principal at Gary; Whitnie Del Toro, Principal at Indian Knoll; Morgan Efrom, Principal at Turner; Margaret Lay, Principal at LMS; Brenda Vishanoff, Principal at Pioneer Prek; Arely Alfaro, Assistant Director of Facilities and Grounds; Karen Apostoli, Executive Director of Business and Operations CSBO; Samantha Battaglia, Assistant Director of Student Services; Jenny Brunke, Assistant Director of Teaching and Learning; Sarah Burnett, Director of Human Resources; Fred Cadena, Director of Facilities and Grounds; Lea DeLuca, Assistant Superintendent of Teaching and Learning; Lauren Dixon, Assistant Director of Student Services; Nicole Eimer, Director of Marketing, Communications, and Public Relations; Penny Munoz, Community School Administrator; Sarah Norton, Director of Partnerships; Julie Odom, Assistant Director of Athletics and Activities; Catherine Park, Director of Assessment and Accountability; Tiffany Posey, Community School Administrator; and Matthew Ryan Director of Technology ESC. On roll call, the following members voted aye: Banasiak, Balgeman, McLean, Hernandez, Doyle, and Garcia. Nays: None. Motion carried: 6 ayes, 0 nays.

Continuous Employment of Certified Staff

Motioned by Doyle, seconded by Banasiak, to approve the continuous employment of certified personnel as follows: FIRST YEAR CONTRACTS: Romeel Adde, Enriched Science Teacher; Rachael Hendricks, 3rd Grade Teacher; Lucy Toledo, Dual Kindergarten Teacher; SECOND YEAR CONTRACTS: Emily Ballines, Social Worker; Maclaine Bartelt, Preschool Teacher; Jennifer Brackmann, Self-Contained Prek Teacher; Janeth Carrasco, Dual 3rd Grade Teacher; Patricia Dopp, Learning Behavior Specialist; Jennifer Eisenmenger, Speech/Lang. Pathologist; Taylor Ford, Preschool Teacher; Ashley Fowler, Learning Behavior Specialist; Murphy Garcia, Dual 4th Grade Teacher; Stephanie Garcia, Speech/Lang. Pathologist; Christine Goolish, Learning Behavior Specialist; Brenda Guerrero, Dual 4th Grade Teacher; Megan Haque, Speech/Lang. Pathologist; Christina Harknes, Music Teacher; Alethea Hicks, Enriched Science; Donald Hoener, Learning Behavior Specialist; Rachel Jankiewicz, Speech/Lang. Pathologist; Mikayla Jasek, 3rd Grade Teacher; Tracy Johnson, Enriched Science; Laurel Lebo, Learning Behavior Specialist; Zachary Manibog, Physical Education Teacher; Caela Masibhera, Psychologist; Moriah McRae, Kindergarten Teacher; Jessa Mendiola, LLC Teacher; Lori Murphy, District Nurse; Sara Peace, LA/Literature Teacher; Samantha Peck, Social Worker; Christy Perez, LA/Literature Teacher; Emily Prowell, Self-Contained Prek Teacher; Danielle Rooney, Kindergarten Teacher; Rebecca Salvo, Math Teacher; Alexia Salzman, Dual 3rd Grade Teacher; Stephanie Schmit, Science Teacher; LeVada Smith, Learning Behavior Specialist; Brooklin Swierenga, Dual 3rd Grade Teacher; Melissa Trippett, Dual 3rd Grade Teacher; Jennifer Wegloski, Speech/Lang. Pathologist; Beth Whitehorn, Social Worker; THIRD YEAR CONTRACTS: Jessica Ascencion, Dual 5th Grade Teacher; Amber Astroth, 3rd Grade Teacher; Perla Benitez, Dual ECE Teacher; Ruth Bovey, 2nd Grade Teacher; Guadalupe Calderon, Dual 3rd Grade Teacher; Elizabeth

Conroy, Speech/Lang. Pathologist; Jaqueline Desiderio, Learning Behavior Specialist; Gisel Espinoza, Dual ECE Teacher; Viviana Flores, Learning Behavior Specialist; Daniella Fox, ELL Teacher; Mario Garcia, Dual 3rd Grade Teacher; Karoline Giza, LA/Literature Teacher; Angeles Godoy, Learning Behavior Specialist; Chantal Gonzalez, Physical Education Teacher; Tanaya Harrington, Learning Behavior Specialist; Yvette Hernandez, Social Worker; Sierra Jacobs, Health Teacher; Charles Klapp, Orchestra Teacher; Lauren Kroscher, LA/Literature Teacher; Meghan Lange, LA/Literature Teacher; Katharyn Mattern, LA/Literature Teacher; Denisse Murillo, Social Worker; Heidi Nordin, Social Worker; Michelle Peterson, Learning Behavior Specialist; Rivera Rivera, Advanced Spanish; Joseph Ruddy, LA/Literature Teacher; Bonnie Ryan, Art Teacher; Jenna Spaniol, Learning Behavior Specialist; Aranza Sparks, Dual Kindergarten Teacher; Macormick Thom, Enriched Science; Jennifer Thueson, Enriched Social Studies; Rangel Vargas, Dual ECE Teacher; FOURTH YEAR CONTRACTS: Jennifer Barbato, Math Teacher; Carli Benn Learning Behavior Specialist; Kevin Bicek, 5th Grade Teacher; Callum Casey, Dual 5th Grade Teacher; Christina Christodoulou, SEL Teacher; Andrea Dakuras, Learning Behavior Specialist; Melissa Day, Learning Behavior Specialist; Prado De Maria, Social Studies Teacher; Sarah Epich, Social Studies Teacher; Vicki Hartwig, Behavior Specialist; Brett Jacobson, Social Worker; Michele Lesak, Science Teacher; Gabriela Mancera, Learning Behavior Specialist; Morgan McCann, 2nd Grade Teacher; Brandon Reyes, Math Teacher; Edith Rios, LA/Literature Teacher; Emily Rivera, Dual 4th Grade Teacher; Roberto Rodriguez, Dual 4th Grade Teacher; Taylor Rosko, 1st Grade Teacher; Alejandra Vargas, Dual 4th Grade Teacher; Lauren Wencewicz, Speech/Lang. Pathologist; Monica Williams, Social Studies Teacher; TENURED CONTRACTS: Veronica Alarcon, Art Teacher; Lillian Brandt, Dual 4th Grade Teacher; Jennifer Buchanan, Learning Behavior Specialist; Shaquita Cargo, Early Childhood Teacher; Nicole Cervantes-Carrillo, Psychologist; Swati Gadhvi, ESL Teacher; Stephanie Jaskiewicz, Instructional Technology Coach; Erika Jimenez, Dual 1st Grade Teacher; Kirsten Lamborn-Schoenke, Interventionist; Tanner Longfellow, Orchestra; Colleen McGraw, 4th Grade Teacher; Kristie Morrison, Early Childhood Teacher; Michelle Nava, Dual 1st Grade Teacher; Joelle Nelson, Library Media Specialist; Rosalinda Nino, Social Worker; Sandra Perez, Social Worker; Marta Podbielska, 3rd Grade Teacher; Archana Shukla, Learning Behavior Specialist; Brenda Silva, Instructional Technology Coach; Linda Sloan, ELL Teacher; Stephanie Spoerl, 5th Grade Teacher; Jennifer Szwaya, Lead GATE Teacher; Kristine Turner, Learning Behavior Specialist; Jasmine Velazquez, Learning Behavior Specialist; Alicia Voss, Dual ECE Teacher; Keely Walker, Art Teacher; Jobeth Wilson, Social Worker; Nina Yevdash, GATE/Differentiation Teacher. On roll call, the following members voted aye: Doyle, Banasiak, McLean, Hernandez, Balgeman, and Garcia. Nays: None. Motion carried: 6 ayes, 0 nays.

Indian Knoll School Donation

Motioned by McLean, seconded by Hernandez, to approve the donation of 50 folding chairs to Indian Knoll school by the Sierszulski family. On roll call, the following members voted aye:

McLean, Hernandez, Balgeman, Banasiak, Doyle, and Garcia. Nays: None. Motion carried: 6 ayes, 0 nays.

Renewal of Superintendent Contract Motioned by Banasiak, seconded by Hernandez, to approve the Superintendent's 5-year contract with a salary of \$246,578.76. On roll call, the following members voted aye: Banasiak, Hernandez, Balgeman, Doyle, McLean, and Garcia. Nays: None. Motion carried: 6 ayes, 0 nays.

Resolution of Intent to Effect Interfund Transfer The board was presented with a Resolution calling for a public hearing on Intent to effect Interfund Transfer. A Public Hearing on Intent to Effect Inter fund Transfer will take place on April 10, 2025. The administration is asking the Board to transfer \$8,500,000 from the Operations and Maintenance Fund to the Capital Projects Fund to be used for capital projects, including building renovations, expansion, and/or rehabilitation, or any other legally permissible expenses related thereto.

ACTION ITEMS

DuPage West Cook School District Resolution Motion by Banasiak, seconded by McLean, to approve the proposed amendment to the DWC Intergovernmental Agreement. On roll call, the following members voted aye: Banasiak, McLean, Balgeman, Doyle, Garcia, and Hernandez. Nays: None. Motion carried: 6 ayes, 0 nays.

Middle School Literacy Resource Pilot Recommendation Motion by Hernandez, seconded by Garcia, to approve the pilot of myPerspectives for the 25/26 school year with a recommendation for adoption to be brought back for approval in the Winter/Spring of the 25/26 school year. On roll call, the following members voted aye: Hernandez, Garcia, Balgeman, Banasiak, Doyle, and McLean. Nays: None. Motion carried: 6 ayes, 0 nays.

RIF/Non-renewal/Dismissal of Certified/Administrative Staff Motion by Hernandez, seconded by Garcia, to approve Honorable Dismissal of part-time psychologist Lindsay Sharp.

INFORMATION ITEMS

IAR Update The Board of Education received an update on the Illinois Assessment of Readiness (IAR). IAR is a yearly state assessment in reading and math. Testing started on Wednesday, March 12, 2025. On day one of testing, it was noticed that the students didn't have the text-to-speech feature embedded in the math test. After speaking with the state, it was found that a set-up for text-to-speech feature had to be set up for all the students. Due to a setup error, several students in grades 3-5 at Gary, Turner, and Wegner were not able to get the accessibility feature of text-to-speech on the math test. Meaning students were not able to get the test questions read to them before answering the question if they wanted that option. The math and science tests are not assessments that assess students' reading skills, but rather their knowledge of Math and Science concepts.

Current Job Listing The Board received the most recent posting of available job positions in School District 33.

- Freedom of Information Report The Board of Education received the Freedom of Information Act Report, noting 3 new requests since the last board meeting.

- Out of District Placement The Board received the Special Education report indicating that 27 special education students and 1 general education student have been placed out of the district as of February 28, 2025.

- Short Term Leave The Board received the short-term leave report.

- Student Chronic Absentee The Board of Education was provided with information on the Student Chronic Absentee report, showing that as of March 11, 2025, the percentage of students chronically absent district-wide is 14.11%.
- Student Suspension Report The Board of Education received the Student Suspension report for February 2025, indicating 22 in-school suspensions, 6 out-of-school suspensions, and 0 Bus suspensions.

- Truancy Referral Report The Board of Education received the Truancy Referral Report for February 2025, indicating that 10 new students were referred to the Regional Office of Education, and 16 students continue to be listed on the Regional Office of Education truancy referral report.

- School Newsletters The Board reviewed the School newsletter.

- Suggested Agenda Items for
Next Board Meeting No suggested items at this time.

- Board Outreach Morgan shared that a student, Aldo, attended the listening post and shared a few suggestions. Morgan and Kristina invited Aldo to come back and present his proposal to the Board of Education at a future board meeting.

- Parking Lot No parking lot items at this time.

REPORT OF DISTRICT COMMITTEE MEETINGS

Open Comments No open comments at this time.

REVIEW OF UPCOMING MEETINGS/EVENTS

The Board of Education members reviewed upcoming meetings.

INTO CLOSED SESSION

Motion by Banasiak, second by McLean, to go into closed session at 8:34 p.m. to discuss **(1)** the appointment, employment, compensation, discipline, performance, or dismissal of a specific employee(s), specific independent contractors, specific volunteers, or District legal counsel: however, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with the Open Meetings Act 5 ILCS 120/2c) (1), amended by P.A. 101-459. **(2)**

Student disciplinary cases. Any matter involving an individual student. 5ILCS 120/2(c)(10). Minutes of meetings held for this reason shall never be released to protect the individual student’s privacy. On roll call, the following members voted aye: Banasiak, McLean, Balgeman, Doyle, Garcia, and Hernandez. Nays: None.
Motion carried: 6 ayes, 0 nays.

ROLL CALL

On roll call at 8:44 p.m., the following members were present: Balgeman, Banasiak, Doyle, McLean, Garcia, and Hernandez.

Absentees: Gills

ALSO PRESENT

Kristina Davis, Superintendent, and Maggie Lay, Lemay Middle School Principal.

Out of Closed Session

Motion by McLean, seconded by Banasiak, to reconvene to open session at 9:54 p.m. The President took a voice vote and declared the motion passed.

ACTION ITEMS FOLLOWING CLOSED SESSION

Approve Closed Session Minutes

Motion by McLean, seconded by Banasiak, to approve closed session minutes as read. The President took a voice vote and declared the motion passed.

ADJOURNMENT

Motion by Banasiak, seconded by McLean, to adjourn the meeting at 9:55 p.m. The President took a voice vote and declared the motion passed.

President, Rita Balgeman

Secretary, Tom Doyle