

MINUTES OF A MEETING OF THE BOARD OF EDUCATION,
NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE
AND WILL COUNTIES, ILLINOIS, HELD AT THE ADMINISTRATION
CENTER, 203 W. HILLSIDE ROAD, NAPERVILLE, IL.
DECEMBER 5, 2016 AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

Call to Order Vice President Mike Jaensch called the meeting to order at 6:00 p.m. Board members present: Jackie Romberg, Mike Jaensch, Kristin Fitzgerald, Charles Cush, Susan Crotty, and Donna Wandke. Terry Fielden at 6:35 p.m.

Administrators present were: Dan Bridges, Superintendent; Carol Hetman, Chief Human Resources Officer; Bob Ross, Chief Operating Officer and Brad Cauffman, Chief Financial Officer

Romberg moved, seconded by Fitzgerald to go into Closed Session at 6:00 p.m. for consideration of:

1. Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District 5 ILCS 120/2(c)(1).
2. Collective negotiating matters between the public body and its employees or their representatives 5 ILCS 120/2(c)(2).

Meeting Opening Crotty made a motion, seconded by Romberg to return to Open Session at 7:00 p.m. A roll vote was taken. Those voting Yes: Fitzgerald, Fielden Jaensch, Romberg, Cush, Crotty and Wandke. No: None. The motion carried.

Meeting Opening Welcome and Mission

Roll Call Board Members present were: Kristin Fitzgerald, Donna Wandke, Mike Jaensch, Charles Cush, Susan Crotty, Jackie Romberg and Terry Fielden.

Student Ambassadors Present:
Anthony Molina, NCHS
Thomas Zugay, NNHS

Administrators present: Dan Bridges, Superintendent; Bob Ross, Chief Operating Officer; Jayne Willard, Assistant Superintendent for Curriculum and Instruction; Chuck Freundt, Assistant Superintendent for Elementary Education; Nancy Voise, Assistant Superintendent for Secondary Education; Jen Hester, Chief Academic Officer; Christine Igoe, Assistant Superintendent for Student Services; Carol Hetman, Chief Human Resources Officer; Tim Wierenga, Assistant Superintendent for Assessment and Analytics; Brad Cauffman, Chief Financial Officer; Roger Brunelle, Chief Information Officer.

Pledge of Allegiance Board members led the Pledge of Allegiance.

Good News Superintendent Bridges noted that Business Law students from both high schools took part in the 12th annual Crosstown Mock Trial last week. Students presented opening statements, cross examined witnesses, and presented evidence as if in a real trial. The jury was composed of local community members. He thanked them for their participation. The Honorable Bobbi

Petrungaro was the presiding judge. Lawyers from Ottosen, Britz, Kelly, Cooper, Gilbert & DiNolfo mentored the students to prepare them for the trial.

Also last week the architecture students from NNHS & NCHS kicked off a partnership with the City of Naperville and the Naperville Development Partnership to reimagine and re-think the 5th Avenue Train Station. This is a great opportunity to partner with members of the community and provide authentic learning experiences.

Public Comment None
Mr. Fielden welcomed a Boy Scout Troop as guests in the audience. The boys identified themselves as Troop 222 with members who meet at Meadow Glens Elementary and are from Madison Junior High School. Their attendance at the meeting will fulfill a requirement for a Citizenship in the Community Merit Badge.

Action by Consent The following items were presented on the Consent Agenda:
1. Adoption of the Personnel Report
Appointment – Certified (Full Time)
Leanne Christoffel, 1/9/17 - 5/26/17, NNHS, Communication Arts
Retirement – Classified
Joan Merkin, January 2, 2017, NCHS, Special Education Assistant
Azbi Ameti, November 22, 2016, NNHS, Custodian
Resignation – Classified
Gillian Brooks, November 22, 2016, Connections, Special Education Assistant
Employment – Classified
Bridget Boynton, January 9, 2016, Elmwood, Dual Language Assistant
Michelle Swope, December 12, 2016, PSAC, Special Education Secretary
Kristen Bolduc, November 30, 2016, Steeple Run, Health Technician
Thomas Karkhoff, December 5, 2016, Transportation Bus Driver
Employment – Non-Union-Classified
Michele Alanis, December 19, 2016, ARECC, Parent Educator
Janet Harris, December 5, 2016, ARECC, Parent Educator
Ingrid Nelson, November 28, 2016, ARECC, Parent Educator
Thais Veselik, December 5, 2016, ARECC, Parent Educator

Fitzgerald made a motion to approve the Consent Agenda as presented.
Wandke seconded the motion. A roll call vote was taken. Those voting yes: Cush, Romberg, Fitzgerald, Fielden, Crotty, Wandke, and Jaensch. No: None
The motion carried.

Student Ambassador Report Thomas Zugay, NNHS Reported:

- Friday is their Winter Assembly. Several musical groups perform winter and holiday music.
- Course recommendation day is tomorrow for underclassmen and juniors to visit with teachers to help get approval and decide which courses to take.
- Winter sports are underway; having success.
- Soccer team member Chris Sullivan represented Naperville North at the All American Game last weekend.

- Girls Cross Country team competed at the Nike Cross Country Nationals and took 10th place.
- Lit Center has a tutoring section and is being utilized with finals coming up.
- Last weekend the Theatre Club put on the children's play Peter and the Star Catcher.
- Student Government is sending a group of students to a Student Government Convention in February. The selection process is going on now.

Anthony Molina, NCHS Reported:

- Last Saturday the SAT was given at NCHS.
- Like NNHS tomorrow is course selection day.
- Wednesday at 7:00 p.m. is the Band Concert.
- Judy B. Jones is the Theatre Central holiday show next weekend.
- Saturday the Speech team is competing in its next tournament.
- Santa is coming to lunch periods for pictures with students to raise money for clubs.
- Holiday Market was last weekend. Student Council and other clubs made over \$800.00 for charity
- Christkringlemart is at Naper Settlement. Students are volunteering selling parking spaces in the parking lots to make money for their clubs.

Superintendent
Staff/School
Report

School Improvement Plan – Kingsley Elementary

Erin Marker and Kristin Cummings shared information about their School Improvement process. Their Rising Star Team consists of staff from all content areas creating shared leadership and it is referred to as TEAM LEAD. The work of the Rising Star committee includes identifying/reassessing building needs, discussing action based on data analysis, conducting professional learning and implementing researched based best practice. The TEAM LEAD members select committees that they lead based on interest and expertise. Much of the committee work is aligned with the Rising Star action steps and results in professional learning. Monthly meetings are held to reflect on the committee work to be sure they stay aligned with the Rising Star plan. The first Rising Star indicator is a continuation from last year and is related to standards based grading. Kingsley was one of the pilot schools last year. They reviewed data that the team used to create action steps as part of the SIP process. Overall the data is a celebration. The data information is used to drill down to understand individualized learning and to differentiate instruction to meet the needs of each learner. The data was analyzed to find out where gaps exist and thus develop targeted instructional strategies to work toward closing those gaps. Action steps for the indicators were reviewed.

The second indicator is tied into the District SEL initiative which will be implemented in the 2017 – 2018 school year. It is important for adults to recognize their own Social emotional competencies since they affect the school climate. Teachers play an important role in helping children control their emotions. Professional development has taken place to support adults' social emotional learning to continue to foster a positive and productive climate at school.

Board Comments/Questions

- What special programs are they running at Kingsley this year?
 - There are two structured learning programs. There is a movement room and a special sensory room.
- Can you explain how SBR is working.
 - Year 2 is going well. Standards build from year to year and they can plan for growth.
- It is good to see growth in math across all populations.
- Have you looked at cohort data?
 - The gender gap information came in an authentic way and that is why they brought it forward.
 - Subgroups are about 10% of their population – IEP students are one of the biggest groups.
 - The team is analyzing the data to look at individual students and make sure the supports in place are able to meet the needs of the students – student by student.
- It would be good to have the data broken down by cohorts.
 - Principals have been asked to give an overview of their school and choose some aspects to highlight.
 - School report cards are available on line; maybe we could put them with the reports each month.
 - If a subgroup is smaller than 30, we ask that they not report out on those groups since students might be identifiable.
 - The same process is applied across all the schools.
- It is good that you are scaffolding the services to meet the needs of each student.
- Looking at the second year for some of the gaps would be helpful.
- Would like to hear about things that have been tried and worked and those that did not work.
- How do you take the great advance in math and push it to language?
- What do you attribute the 7% increase to?
 - One of the things they do well is shared leadership.
 - They do a lot of clustering
 - It is a true co-taught building.
 - Learning support coaches work closely with teachers.
- How to schools share information with other schools so they are not all working on the same thing?
 - We use District Leadership meetings to share among each other with their peers and with the feeder schools.

Superintendent Bridges indicated that for future presentations:

- They are asked to give a snapshot of what is happening in their building.
- All schools use the same process of Rising Star.
 - Principals and staff are intimate with the data of each child.
- Shift future presentations to include a sample of something that worked quite well and something that did not.
 - Kingsley will be happy to come back in two years to see how their multi-level system approach worked at shifting the female gap.

Board Comment:

- Each school has its unique place in the District.

- We don't want to put too much rigidity in the reports. They should be fun and informative.
- Does the same female gap exist across the District?

President's Report

The Board met on November 30 to begin the process of an annual self-evaluation. Board Policy was adjusted to reflect this annual event. The Board will be working on the solidification of Board Agreements. These agreements will be discussed and approved for placement on the District website.

Board of Education Reports Discussion Without Action

2016 Tax Levy Workshop and Discussion

Five Year Financial Forecast

Five Year Financial Forecast / Property Tax Freeze

Superintendent Bridges noted that the Tax Levy and Five year financial forecast were discussed at the last meeting. The Board asked for budget models that reflect a property tax freeze. Brad Cauffman indicated that he prepared two models that indicate the impact of a tax freeze: One continues to abate the Debt Service levy and the other does not. He reviewed projection summaries. If property taxes are frozen, the District could expect to see \$22.1 million in lost revenues and a 9.7% reduction in fund balances over the next five years. If the District continues to abate the Debt Service Levy, the combined impact of abatement and a property tax freeze could cost the District \$37.4 million and reduce fund balances by 16% over the next five years. The tentative recommendation to abate the \$3.1 million in Debt Service is based on today's situations.

Board Questions/Comments:

- There was some discussion about a tax freeze at the Conference a few weeks ago.
 - This seems to be something the Governor is considering when looking at a whole budget.
- Our revenues and expenses are matching up in part due to our partnership with the teachers in the last negotiated contract.

School Improvement Plans

Tim Wierenga provided the annual review of the School Improvement Process. He indicated that the heart of the work is the students and creating a passion for life-long learning. School Improvement is an important vehicle for the implementation of strategic change. The Rising Star Process is our chosen school improvement process. There are over 100 indicators of successful schools in the process. Teams from each school select between 2 – 6 indicators to work on for the school year. The team decides what the indicator will look like when fully implemented and develop a timeline of tasks to complete for implementation. Many tasks include reviewing data, providing professional development, or implementing instructional strategies. Some indicators can take up to three years to complete. The Rising Star team documents the work being done and adjusts the tasks and timelines to reflect the needs of the

students and school. Progress communication with the faculty and community is an important element. The process is a cyclical ongoing one. Each school responds to the needs of their students by addressing the achievement gaps. Our peer review in October focused on principals sharing achievement gap information and how gaps are being addressed. The principals took the information back to the Rising Star teams who adjusted and finalized their plans for the Board's review. Mr. Wierenga noted that each school's plans along with executive summaries were included in BoardDocs for the Board's review in preparation for approval at the December 19 Board meeting.

Questions/Comments from the Board:

- We have gotten these for years and never knew what to do with them; the presentation paints such a great picture now.
- Do you learn from these plans?
 - The schools come to life through the plans. The teachers are passionate about each student.
 - Cabinet members enjoy the unique process.
- The SIP goals are as unique as the buildings. Are they robust enough for the District vision?
 - The 22 schools are unique and with the same process they come to different conclusions according to the needs of the schools.
 - The school improvement process is owned by the whole school with the principal pushing them on in the process.
- How are the principals sharing not just the identified gaps but specifically the actions they have taken and the impact the actions have had.
 - Schools have the benefit of what other schools have done by sharing experiences and having discussions around them at the District Leadership Team meetings.
- How are we able to gauge whether the School Improvement Plans are moving us towards accomplishing the standards that we are being held accountable for?
 - ESSA is not just based on academic goals but includes social emotional goals too.
 - Assessments are reflective of the depth of understanding.
 - The plans before the Board were developed pre-ESSA and may have to be adjusted.
 - ISBE goals for 2032 are still being developed. We do not have the metrics yet.
 - Naperville is a forward thinking community and has the can do attitude. We will put in place plans to get us to where we need to be.
- Since we are forward thinking, why can't we develop a standard now and move toward what the state is going to be expecting?
- Schools select indicators and develop tasks to achieve the indicators. What if the tasks are not successful?
 - The process includes change in tasks. If it is not having the desired effect, we have to move on to do something else.
 - Teachers are actually in the process and can see what is effective.
 - We are growing at writing tasks that will be more effective over time.

- It is good to be from a District that can and will do what is needed and expected.
 - It is important that the principals and teachers hear that we acknowledge the tireless work they put in to helping each and every student every single day
- The District always meets or exceeds the metric that is expected.

Social Emotional Learning Curriculum

Christine Igoe and Lisa Xagas presented the social emotional learning plan and recommended K – 12 curriculum. Social Emotional Learning became a commitment on the Strategic Blueprint as a result of input from the community at the Focus 2020 sessions. A core team of teachers, administrators and specialists began in 2014 – 2015 to develop the roadmap. Professional learning began and a committee was formed to develop learning and engagement for parents. Additionally a curriculum committee was formed to write the K – 12 curriculum. This school year the collaboration continues and we are on track for implementation in the 2017 – 2018 school year. Many stakeholders have supported the work of the District including the DuPage Regional Office of Education and CASEL (The Collaborative for Academic, Social and Emotional Learning). CASEL provided us with a coach who has been instrumental in guiding the teams in developing the SEL plan. CASEL has identified five major competencies that are needed to engage as productive members of our society. Illinois is one of the first states to develop required learning standards in this area that address all of the five competencies identified by CASEL. Research has showed a positive impact across many areas when students participate in SEL programs. Colleges and universities are beginning to include non-cognitive measures as a component of the application process. The core planning committee developed vision, mission and belief statements that were used to develop the implementation framework. SEL Teacher Leaders have been identified at each building and have had extensive professional learning. They are engaging their building staff in professional learning around the what why and how of social emotional learning. A parent education series was developed in partnership with SFCP and other community organizations. Events for parent education are running this year. The curriculum for K – 12 is aligned to Illinois Learning Standards. A team of K – 12 teachers and specialists developed grade level expectations, reviewed resources and drafted model lessons. Skills are taught directly to students as well as integrated in content areas. The K – 8 Curriculum is divided into skills by grade level. Detailed descriptions of the units were explained; there are integration opportunities across all content areas. In the he 9 – 12 curriculum, standards were divided by content area. Systematic integration of SEL skills into all settings of a student’s life is important. Social emotional attitudes, beliefs and skills are directly correlated to engaging with academic content.

Board Questions/Comments

- This process has come a long way with a lot of work done since the Focus 2020.
- Board members are passionate about students and education.
- The systemic integration slide really shows how SEL makes lifelong

learners.

- Systematically educating parents to help support this is good.
- SEL is part of college and career readiness.
- Resilience is a desired trait of students.
- How do you evaluate consistently given different styles of each kid?
 - Curriculum team is working on consistent language about what evidence to collect.
- Continuing parent involvement will increase their comfort level.

Skyward Human Resources / Financial System Recommendation

Superintendent Bridges noted that the current system, Lawson will no longer be supported by the company who has recently acquired it.

Carol Hetman explained that the Administration is recommending that the District replace the existing system used to support Human Resources and Financial operations. The Lawson solution and parent vendor were acquired by a company that has decided to sunset the Lawson application in the near future and replace it with a new system. To make the upgrades necessary would be very costly and time consuming. The District published a formal Request for Proposal to leading industry vendors. Seven vendors initially responded. The vendor list was pared down to three finalists who were invited in to provide a demonstration and detailed review of their proposal. The Administration is recommending that we implement the Skyward platform. It represents enhanced functionality and a long term financial savings for the District. A five year agreement has been negotiated and reviewed by our legal counsel. Skyward's attorneys are reviewing a few recommended changes. The final contract will be available for review and approval at the December 19 Board meeting.

Board Member Questions/Comments:

- Will there be a cost to convert the data?
 - It is included in the contracted price.
- Are there any projections built in to ensure that the same thing will not happen to this platform?
 - The risk is very low. This is a new version of their product.
- Are upgrades included?
 - Yes, at no cost to us.

Policy Review: First Reading Policies 2.125, 5.60

Superintendent Bridges indicated that these policy reviews are the result of local government action that examines spending of Board members. The law is new and open to multiple interpretations.

Bob Ross indicated that there are three major parts to the law. The Board must regulate its travel expenditures and meal expenditures, expenses reimbursed for personnel must be regulated and a Resolution must be passed that includes specific verbiage regarding the reimbursements. A roll call vote must be taken for any expenses that exceed the limits for both Board members and employees and the District will not pay for entertainment. The interplay of the resolution and the two updated policies will ensure that we are in compliance with the law.

Policy 2.125, Board Member Compensation and Expenses

Mr. Ross called to the Board's attention a section of the policy that deals with advancements. It has not been our practice to give advancements, but the law allows for it. The recommendation is to remove that section to keep in line with our current practice.

Board Questions/Comments:

- The roll call vote would occur under discussion with action and items would be displayed for public view.
- Question about removing number 3 which calls for a roll call vote if amount is exceeded because it is redundant.
- The advancement section adds a level that we do not need.
- Agree about procurement cards not being issued to Board members.
- Aligned on removing the advancement language as it could provide significant confusion.
- Do our employees use advancements?
 - We generally don't on a regular basis – only time is travel with students for state competitions.
 - We have an extensive receipting process.
- The purpose is to approve expenditures – why would we talk about advancements being approved and not need to approve what is put on a procurement card in advance?
 - The law does not state that we pre-identify all expenses that are made.
 - The resolution will be reviewed annually so the spending limits can be changed as necessary.
 - Advancements will not be part of the policy, the Board will not be issued P-Cards, we will remove number 3 regarding exceeding allowable amounts.

Policy 5.60, , Personnel Expenses

Mr. Ross noted that this policy is similar and it concerns employees.

Resolution

Mr. Ross explained that the Board is required to adopt a resolution that sets dollar amounts on expenditures. IASB provided a template and we added reasonable dollar amounts.

Board Questions/Comments:

- The limits seem high; we should set a lower goal.
 - The numbers provide a little bit of room and are on the higher end of what we currently see.
- There is an opportunity to look at some requirements for advanced notice – we should book as far ahead of time as possible – this requires advanced planning.
- Would like to see an amount per day rather than an amount per meal.
 - IRS uses breakfast, lunch and dinner. It is easier to operationalize.
- We have a sound process in place. We review all the costs every month; the new law just puts limits on the costs if we exceed reasonable amounts.

- Support continued education – would like to see more data on what is reasonable and how many people actually exceeded the amounts.
- We want to encourage everyone to be reasonable.
- Suggestion to put in lower limits as guidelines in the resolution.
 - We have the direction we need in the policy.
- The dollar figures are fine; we have to trust the administration.
- We can revisit this on an annual basis.
- Maybe going forward we can keep data on spending.
- The Board looks at expenses each month.
- Comfortable with the controls that are in place. If a concern comes up, we will review it.
- Question of adding positive language to the resolution that refers back to the policy.
 - The policy exists even if it is not referenced in the resolution.
 - The advancement language will be removed and the rest brought back as it is.

Discussion With **Separation Agreement**
 Action This item has been deferred to a future meeting.

New Business
 Old Business
 Upcoming
 Events

- December 8, 2016, NEF Appreciation Breakfast
- December 16, 2016, PSAC Holiday Luncheon, 12:00 Noon
- December 19, 2016 Board of Education Meeting. 7:00 p.m.
- School Board elections key dates are in BoardDocs. There are four 4-year terms and one 2-year term up for election.

Adjournment Cush made a motion at 9:58 p.m. to adjourn. Crotty seconded the motion. A voice vote was taken. Those voting yes: Crotty, Romberg, Wandke, Jaensch, Fitzgerald, Fielden and Cush. The motion carried.

Approved December 19, 2016

Terry Fielden, President
 Board of Education

Ann N. Bell, Secretary
 Board of Education